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**CROWN SERIES**  
*of*  
**HISTORICAL OUTLINES**

*By*  
**SEVERE E. FROST**

**AMERICAN HISTORY**



**SOUTHERN PUBLISHING COMPANY**  
DALLAS, TEXAS



CROWN SERIES

OF

HISTORICAL OUTLINES

BY  
SEVERE E. FROST

*American History*

BY  
LEWIS W. NEWTON, M.A.



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## PREFACE

### I. PROBLEMS OF OUTLINE MAKING.

There are perhaps two ideals of an historical outline. According to one, the aim should be to present the greatest amount of essential historical *information* in the most concise, logical form. Such a compendium is very helpful for review or for ready reference, when the purpose of the student is simply to gain a definite conception of the principal landmarks of history. It may fail, however, and often does fail, to aid the student in connecting the facts of history into the wondrous progressive movement and bundle of movements of which history is really composed. According to the other ideal of an historical outline, the aim should be primarily to assist the student in reconstructing a continuous movement of history, or, if possible, the continuous story of the past life of a people. This sort of an outline will be largely suggestive, and will presuppose that the student has already become somewhat familiar with the details of history by the use of his text.

However far I may have fallen short of the mark, I have tried, in making this outline, to keep before me the latter ideal. Since this book is intended for daily use in preparing the lesson, as well as for review, that which will be of most help to the student, is not so much a brief summary of the facts mentioned in the text as the setting forth of suggestive subjects and relationships which will stimulate him to a wider search for information and will instill in him a desire to connect the daily lesson with the general movements of history.

Not a great deal depends upon the form of notation used in an outline, provided the form adopted is consistently followed, and provided further that it may be easily comprehended and followed by the pupil. Like the use of capital letters, punctuation, indention of paragraphs, and so forth, the use of indention and notation in an outline is for purposes of mental economy. When, because of proper indention, a simple and logical notation, and a clear, definite, and suggestive wording in an historical outline, the student is enabled in the shortest possible time to form a full and correct mental connection between any given subject and the larger subject or subjects of which it is a part, the author of an outline has gone as far as possible in assisting the student's thought process.

The form of notation which it has seemed best to adopt for this outline is the following: Capital letters, capital letters in parentheses, Roman numerals, Roman numerals in parentheses, Arabic numerals, Arabic numerals in parentheses, small Roman numerals, small Roman numerals in parentheses, small letters, and small letters in parentheses. Thus: A, (A), I, (I), i, (i), a, (a). The letters are used only where there are so few coordinate parts as not to be confusing. The author of this outline has succeeded best with this method.

Another problem in outlining a course in history for class work is that of properly combining period or chronological analysis with subject or movement analysis. By an historical movement I mean a series of historical facts or events relating to the same subject and linked together by cause and effect: such, for instance, as, "Territorial Expansion of the United States from 1789 to the Present." By a period of history is meant a certain block of time within which a particular movement or tendency seems to predominate. The almost exclusive use of movement analysis would be preferable were the aim of the course in American history solely to reorganize and interpret facts and events already familiar to the student. But since no such familiarity exists among our students at the beginning of the course, we are compelled to analyze the general progress of history much in the way that it actually occurred. In this outline, therefore, I have attempted, while following the development of history by periods, to adhere as much as possible to movement analysis. For this reason, I have not always followed the topical order of treatment in any textbook. Indeed, this is unnecessary either in an outline or in the recitation.

### II. THE USE OF THE OUTLINE.

From the above discussion, it will be understood that the primary object of this outline is to assist the pupil in organizing history into such a vital story as to appeal to his reason and his imagination. I would suggest that he first read the lesson carefully from the text, afterwards from the outline alone try to recall the story of the lesson of the day, and then without either text or outline go over the story as it is analyzed in the outline. Of course, he may have to refer to the text several times before he is able to complete the last step in the preparation of the lesson. Some subjects in the outline may seem inadequately treated in the text, and may stimulate him to seek further information elsewhere.

## PREFACE

In the recitation, the teacher may use the outline as a basis for a number of different kinds of questions. He may test the pupil's knowledge of details by asking for a discussion of some simple subject,—that is, one not further subdivided in the outline. By asking the significance of a subject or by calling for a comparison of certain things, he may test the pupil's interpretative ability and power of judgment. But, above all, the pupils of the higher grades, at least, should be required to take a large subject, one with a number of subdivisions in the outline, and give a full narrative or discussion of it, following the order of analysis in the outline or one which is equally as logical. When any step is reached in the development of a subject, as the Tariff, it will be time well spent to ask some pupil to review before the class the history of that movement to the lesson of the day.

It seems to me worth while that our pupils become better acquainted with the leaders of progress. That they may try to identify great leaders in American history, I have placed on the margins the names of men most prominently connected with the movements outlined on the respective pages where these names occur.

The material found at the bottom of certain pages, under the designation "Assignment," "Aim," and "Presentation," is to be considered as merely suggestive.

LEWIS W. NEWTON,  
Fort Worth, Texas.

## THE OUTLINE IN BRIEF

### A. INTRODUCTION.—Some factors that have determined our national growth.

- (A) European Background of American History.
- (B) The Basis of American History.—The Land and the People.

### B. AMERICAN HISTORY. (1492 to the Present Time.)

- (A) The Period of Discovery and Exploration (From the Discovery of America, 1492, to the Settlement of Jamestown, 1607).
  - I. The Discovery by the Northmen (c. 1000 A. D.).
  - II. The Discovery of America by Columbus (1492).
  - III. The Work of Exploring America.
  - IV. Early Settlements and Attempts at Settlement (1492-1607).
- (B) The Colonial Period (1607 to the Treaty of Paris, 1763).
  - I. Establishment of the Early Free Commonwealths (1607 to the Restoration, 1660).
  - II. The Second Period of Colonization.—English Restrictions vs. Colonial Self-Government (1660 to King William's War, 1690).
  - III. The Struggle for Supremacy.—The French and English Intercolonial Wars (1690 to the Treaty of Paris, 1763).
- (C) The Revolutionary Period (1763 to the Surrender of Yorktown, 1781).
  - I. Causes of the Revolution (1763 to the Battle of Lexington, 1775).
  - II. War for the Rights of Englishmen (1775 to the Declaration of Independence, 1776).
  - III. War for Independence (1776 to the Surrender of Yorktown, 1781).
- (D) The Period of Confederation (1781 to the Ratification of the Constitution, 1789).
  - I. An Experiment in Union under the Articles of Confederation.
  - II. Formation and Adoption of the Constitution.
- (E) The National Period (1789 to the Present Time).
  - I. The Nationalizing Process (1789 to the Election of 1840).
  - II. Slavery Extension and the Growth of Sectional Feeling (1840 to the Election of Lincoln, 1860).
  - III. Division and Reunion (1860 to the Election of Hayes, 1876).
  - IV. Development of a Restored Union (1876 to the Present).

# AN OUTLINE OF AMERICAN HISTORY

## A. INTRODUCTION.—Some Factors that have Determined our National Growth.

### (A) European Background of American History.\*

#### I. European influences that brought about the discovery and exploration of America.

- (I) The Renaissance (14th to 16th Century).—Furnished necessary daring and inquisitive desire.
- (II) The growth of centralized governments.—Furnished unity of backing required for work of exploration.
- (III) Invention of the compass and the astrolabe.—Material aids to exploration.
- (IV) Awakening interest in geography.—Stimulated exploration and suggested the problem of a western route to India.
- (V) The condition of European trade with Asia in the 15th Century.—Furnished the immediate motive for early expeditions to America.
  1. Growth of mediæval trade between Europe and Asia after the Crusades.
  2. Mediæval trade routes, and the principal cities on them.
  3. The Ottoman Turks obstruct these routes (15th Century).
  4. Western Europe at work on the problem of finding a water route to India.
    - (1) Italian cities, former maritime powers, contribute men, money, and knowledge to the exploring enterprises.
    - (2) Portugal in search of the route around Africa.
      - i. Prince Henry, the Navigator.
      - ii. Dias, the discoverer of the Cape of Good Hope (1486).
      - iii. Vasco da Gama, the discoverer of the route to India by way of Cape Good Hope (1498).
    - (3) Spain, backing an attempt to reach India by a western route, is rewarded by the accidental discovery of America (1492).
    - (4) The quest for a western water route to India for more than a century,—as shown by the motives actuating the Cabots, Cordova, Pineda, Magellan, Cartier, Davis, Frobisher, Hudson, and others.

Prince  
Henry.

Bartholomeu  
Dias.

Vasco da  
Gama.

#### II. America the Melting-pot of the European Races, or the Influence of European Races on American History.

(This very important phase of European influence on America is, of course, not discussed at the beginning of the usual textbook, nor, perhaps, very fully at any certain place therein. It may prove very profitable, however, to have the pupil gather information on the subject from the text and elsewhere, outline it, and either write an essay on it or discuss the subject before the class.)

#### III. American civilization, largely a transplanted one, was greatly influenced by these European forces:

- (I) Political ideals and institutions,
- (II) Social ideals and institutions,
- (III) Religious ideals and institutions,
- (IV) Literary practices and ideals.

\***ASSIGNMENT**:—Cousins and Hill's *American History*, Chapter 1 and Chapter 3 to p. 33; James and Sanford's *American History*, Chap. 1, pp. 2-9; Adams and Trent's *History of the United States*, Chap. 1, pp. 7-9.

**AIM**:—To comprehend American life, it must be realized that a large part of our civilization is not native to this soil, and that we are heirs to much that had been evolved and accomplished in Europe.

**PRESENTATION**:—It will require a reorganization of the meager facts found in the text in order to relate them properly to this outline. The pupil will be able to do this only in part. The author has found it helpful to give a vivid narrative based on this outline and later to require the pupils to reproduce the story in writing.

## BASIS OF AMERICAN HISTORY

### A. INTRODUCTION.

#### (A) European Background of American History.

#### (B) The Basis of American History,—The Land and the People.\*

##### I. Physiographic conditions.

- (I) The significance of America's remoteness from the older civilized countries.
- (II) The hardships of the colonists while adapting themselves to new physical environments.
- (III) America as a school of experience in applying new physical conditions to the interests of man.
- (IV) Effects of soil and climate.
- (V) Special physical conditions affecting the colonies on the Atlantic seaboard.
  1. Physical New England.—Effects of physical conditions:
    - (1) Small farms.
    - (2) Few slaves.
    - (3) Many towns.
    - (4) Manufacturing and commerce.
    - (5) Public education.
    - (6) Township government, etc.
  2. Physical conditions in the Middle Colonies.—Their effects:
    - (1) Especially favored commerce.
    - (2) Varied industries.
    - (3) Some slaves.
    - (4) Mixed county and township type of local government.
  3. Physical conditions in the South.—Their effects:
    - (1) Large farms.
    - (2) Numerous slaves.
    - (3) Agriculture predominates.
    - (4) Few towns.
    - (5) Aristocratic society.
    - (6) County type of local government.

##### (VI) Influence of rivers and portages on westward migration.

##### II. The Native Races, or the American Indian.

- (I) The probable unity of the Indian Race.
- (II) The principal families and tribes with which the early colonists came into contact.
  1. The Aztecs of Mexico.
  2. The Atlantic Coast groups.
    - (1) The Algonquins.
    - (2) The Muskhogean.
    - (3) The Iroquois.
- (III) The three stages of development,—savage, barbarous, and semi-civilized.
  1. The Northwest Indians, representing the savage.
  2. The Atlantic Coast groups, representing the barbarous.
  3. The Aztecs, representing the semi-civilized.
- (IV) Political organization of the Indians.
  1. The Pacific Coast savages.
  2. The Atlantic Coast groups.—Especially the Iroquois Confederation.
  3. The Aztecs.—A confederation of pueblos.
- (V) Social, religious, and economic life of the Indian.
- (VI) The influence of the Indians on the life of the colonists.

\***ASSIGNMENT:**—Cousins and Hill's *American History*, Chap. 2, pp. 14-28; James and Sanford's *American History*, Chap. 7, pp. 98-101; Adams and Trent's *History of the United States*, Chap. 1, pp. 1-4.

**AIM:**—(1) To show that much of our progress in civilization and many of our characteristics differing from those of the Old World have been conditioned upon our physical environments. (2) To show the influence of the Indians on our early development, and to enable us better to understand the Indian problem of the present. Any other purpose would be that of desire for mere curious information.

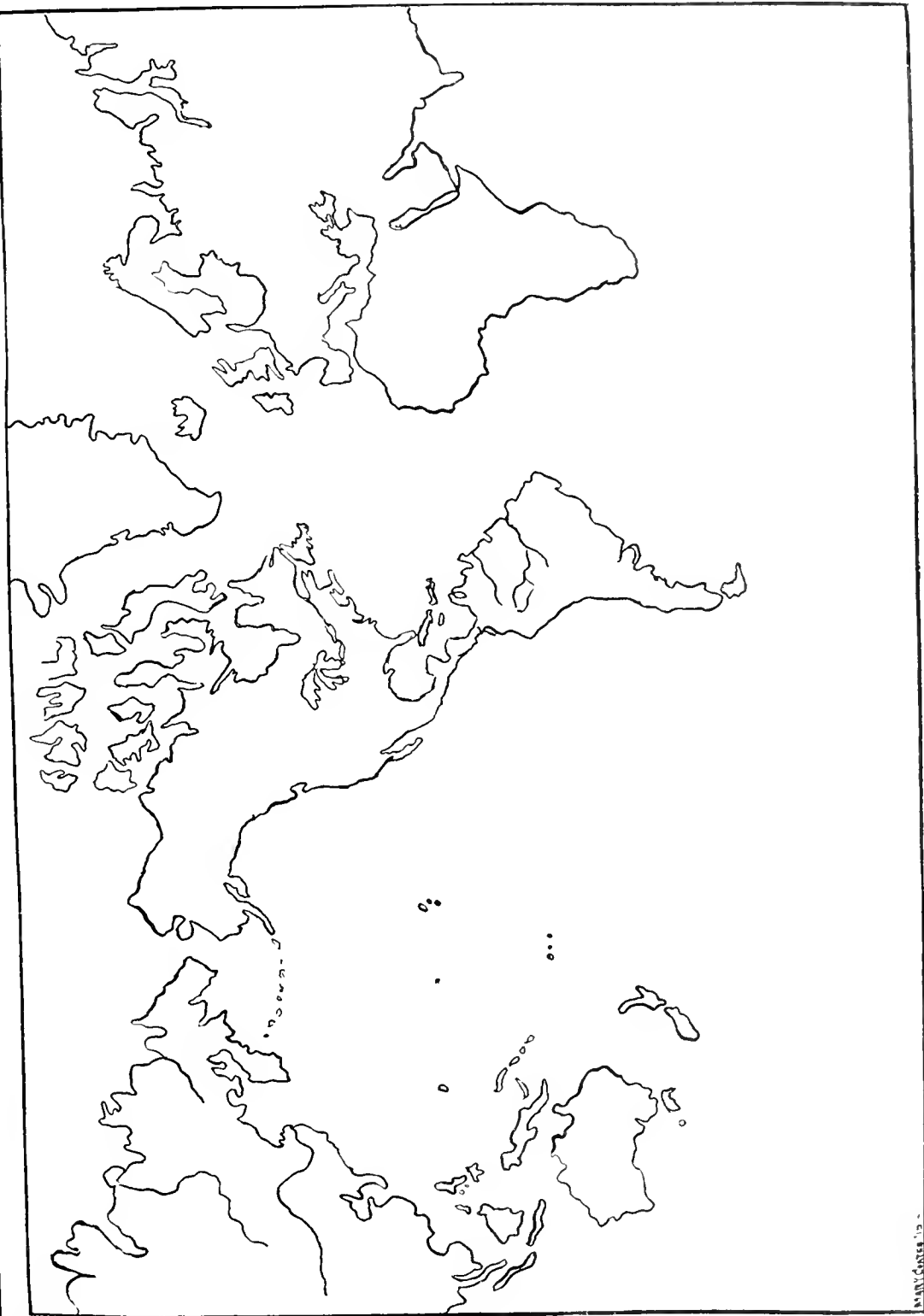
**PRESENTATION:**—Brigham's *Geographic Influences* is a good supplementary text; Farrand's *Basis of American History*.

## NOTES

## NOTES

## NOTES





MAP SHOWING THE ROUTES OF THE PRINCIPAL EUROPEAN EXPLORATIONS IN AMERICA (1492-1607)

MARY GATES '13

## DISCOVERY AND EXPLORATION

### B. AMERICAN HISTORY (1492 A. D. to Present Time).

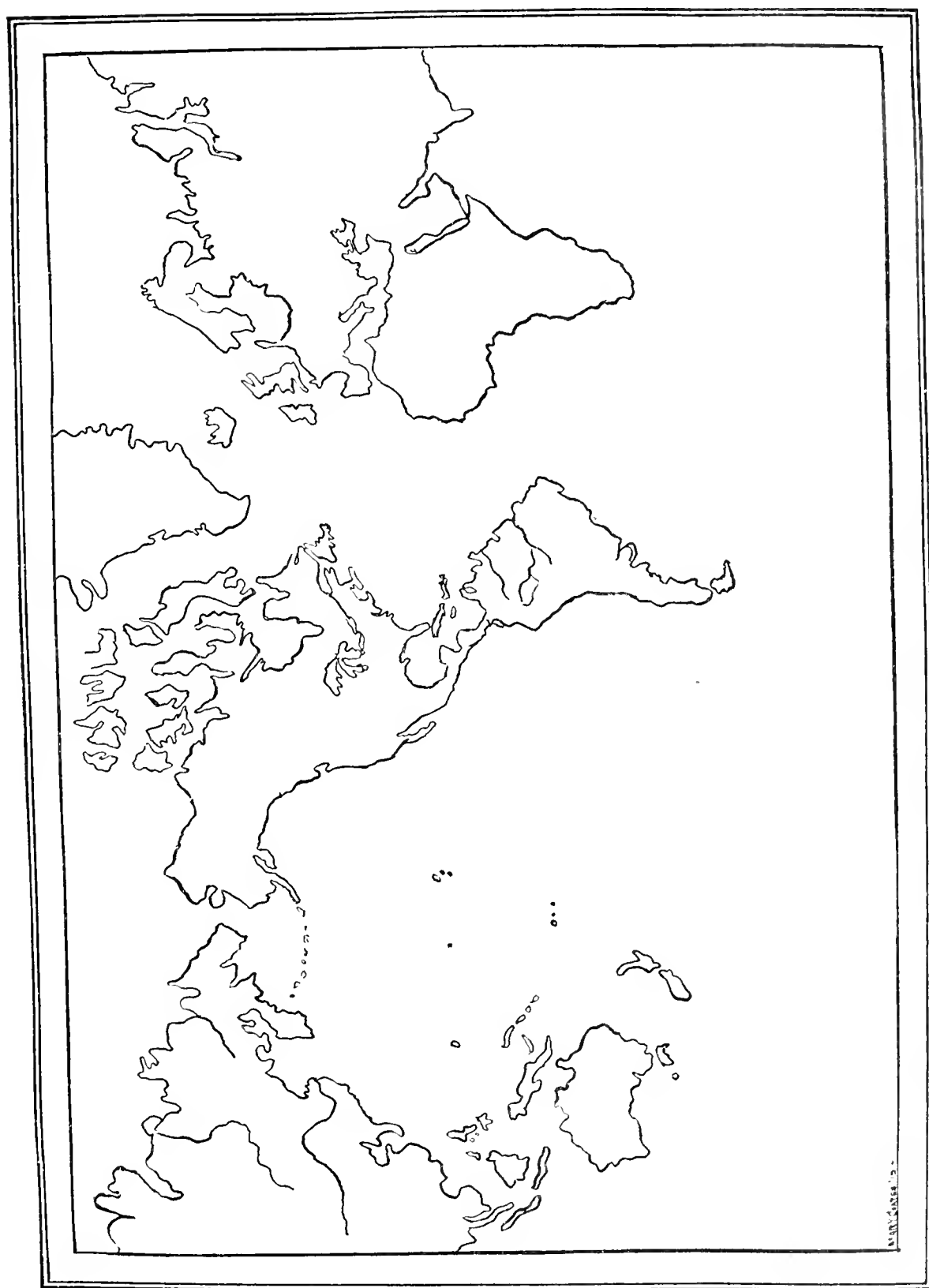
- (A) Period of Discovery and Exploration (Discovery of America, 1492, to settlement of Jamestown, 1607).\*
- I. The Discovery by the Northmen (c. 1000 A. D.).
    - (I) Voyage of Leif Ericson.
    - (II) Reasons for lack of settlement.
  - II. The Discovery of America by Columbus (1492).
    - (I) Life and work of Columbus before he came to Spain.
    - (II) His theories—Toscanelli's influence.
    - (III) His success at the Spanish court.
    - (IV) His four voyages to America.
    - (V) His erroneous belief concerning his discoveries, his neglect, and death (1506).
  - III. The work of exploring America.
    - (I) By the Spanish (1492 to about 1550).
      1. Coastal,—Or principally a quest for a water passage to India.
        - (1) Columbus,—Explored West India Islands and South America from Orinoco River to Yucatan (1492-1504).
        - (2) Balboa,—Discovered the Pacific Ocean (1513).
        - (3) Ponce de Leon,—Explored coast of Florida (1513).
        - (4) Cordova,—Explored the coast of Yucatan Peninsula (1517).
        - (5) Pineda,—Completed the exploration of the Gulf Coast from Tampa Bay to Yucatan (1519).
      - (6) Magellan,—Explored from Brazil to Cape Horn. The circumnavigation of the Globe by his expedition (1519-1521) proved:
        - i. That the world is round.
        - ii. That the New World is a separate continent.
        - iii. That a great body of water intervenes between America and Asia.
        - iv. That Columbus greatly underestimated the size of the earth.
        - v. That the Antipodes were inhabited.
      - (7) D'Ayllon,—Explored for first time the Atlantic coast from Florida to about Cape Fear (1526).
      - (8) Minor expeditions had, by 1580, explored the Pacific coast from Cape Horn to Upper California.

\***ASSIGNMENT**:—Cousins and Hill's *American History*, Chap. 3, pp. 29-48; James and Sanford's *American History*, Chaps. 1, 2, and 3, pp. 1-30; Adams and Trent's *History of the United States*, Chap. 1, pp. 4-23.

**AIM**:—The aim in the study of the Period of Discovery and Exploration should be (1) to cause the pupil to retrace in his own mind the geographical ideas of the Europeans at a time when they were utterly ignorant of the New World; (2) to enable him to visualize mentally that process by which a knowledge of the geography of the New World and some of its most obvious characteristics was slowly obtained, through the contemporary coastal and inland explorations by Spain, France, England, and Portugal; (3) to bring to his notice evidences that these nations were gradually realizing the possibilities which the New World held both for civilization in general and for their own respective ambitions; (4) to enable him, then, to interpret the rivalries between nations thus engendered as soon as they began to discover some utility in the country which they were exploring; and (5) to explain to him what attempts at settlement were made, by whom, and why, and to see that the failure of these attempts was largely because men could not yet comprehend the proper use or destiny of this continent.

The discovery of America by the Northmen is of no significance whatever in American history, unless it be interpreted as an expression of the restlessness of a people who were close kinsmen of our English forebears. It should be emphasized that Columbus went through a long period of preparation for his work, and that his courage consisted not only in overcoming real dangers—which were great—but also in breaking through traditional ideas, which often bind strong men.

**PRESENTATION**:—Maps should be used freely. Pupils should relate the story of each man's explorations, on a wall map pointing out his course. The importance of each man's work in establishing a claim for his country should be emphasized.



MAP SHOWING THE ROUTES OF THE PRINCIPAL EUROPEAN EXPLORATIONS IN AMERICA (1492-1607)

## DISCOVERY AND EXPLORATION

### B. AMERICAN HISTORY.

#### (A) Period of Discovery and Exploration.

#### III. The work of exploring America.

##### (I) By the Spanish.

For 1, see page 8.

##### 2. Inland explorations.

Cortez.

(1) Cortez,—Explored and conquered Mexico (1519).

i. The civilization of the Aztecs.

ii. Conditions favorable to the Spanish conquest.

iii. How Cortez overthrew the Montezumas.

(2) Cabeza de Vaca,—Explored southern and western Texas (1528-1539).

Coronado.

(3) Coronado,—Headed an expedition from Mexico to Quivira, Kansas, and to the Colorado Canyon (1540).

De Soto.

(4) De Soto,—Explored the southeastern portion of the present United States, and discovered the Mississippi River (1539-42).

##### (II) Early French explorations in America (1524-1535).

##### 1. The motives of the French:

i. To find a water-passage to India.

ii. To become a great commercial and colonial empire.

2. Verrazano,—Explored Atlantic Coast from South Carolina to New Hampshire (1524).

Cartier.

3. Cartier,—Explored Gulf of St. Lawrence and St. Lawrence River to Montreal (1534-5).

4. Attempts to settle on St. Lawrence and in South Carolina and Florida.

5. Reasons for cessation of French activity in America.

##### (III) English explorations in America.

##### 1. The First period.

John  
Cabot.

(1) The Cabots discover North Carolina and explore the coast from Newfoundland to Cape Hatteras (1499).

(2) Reasons for English inactivity in America for the next half century.

##### 2. Second Period—England's awakening.

(1) Reasons for England's awakening interest in America.

i. Improvements in the art of shipbuilding.

ii. Experience gained by English in the Newfoundland fisheries.

iii. The Reformation and consequent rivalry with Spain.

(2) Voyages of Francis Drake (1577-1580).

Francis  
Drake.

i. Gave England claim to Oregon by first exploring Pacific Coast from Lower California to near the 49th parallel.

ii. Made second circumnavigation of the Globe.

(3) Search for the "Northwest Passage."

i. Frobisher—Discovered Frobisher's Bay (1576-1578).

ii. Davis—Discovered Davis Strait (1587).

iii. Hudson—Discovered Hudson Bay.

##### (IV) Portuguese explorations in America.

1. Cabral,—explored coast of Brazil (1500).

Americus  
Vespucius.

2. Americus Vespucius,—explored about the same, and led to the naming of America (1500, 1507).



MAP SHOWING (1) THE COASTAL AND INLAND EXPLORATIONS OF NORTH AMERICA, (2) THE SEARCH FOR THE NORTHWEST PASSAGE, (3) THE EARLY ATTEMPTS AT SETTLEMENT IN NORTH AMERICA

## ATTEMPTS AT SETTLEMENT

### B. AMERICAN HISTORY.

- (A) Period of Discovery and Exploration.—Continued.  
For I, II, III, see preceding pages.

#### IV. Early settlements and attempts at settlement in America (1492-1607).

##### (I) Spanish Settlements.

1. Motives of Spanish settlement.
2. Character of settlers.
3. Government of Spanish colonies.
4. Social, religious, and economic conditions in Spanish colonies.
5. The three oldest settlements in the United States—Ysleta, Santa Fé, St. Augustine.

##### (II) French attempts at settlement.

1. Cartier and Roberval's attempt on the St. Lawrence (1540-1543).
2. Attempts of Huguenots to settle in South Carolina (1562), and in Florida (1564).

##### (III) English attempts at settlement.

1. Reasons for establishing American colonies.
2. Gilbert's attempt at Newfoundland (1583), and Raleigh's attempt on Roanoke Island (1585-1591).
3. Reasons for failure.

Sir Walter  
Raleigh.

**NOTE:—**It should be noted that as geographical knowledge advanced, the idea of what would constitute a valid claim to territory in the New World underwent several changes. First, these claims were based on simple discovery; second, they rested partly on discovery and partly on the Pope's adjudication; later, coastal exploration seemed necessary to support the claim, and, then, inland exploration; and, lastly, only that claim was valid which was based upon such colonization as would insure a defense of the country. The work of exploring America may be studied not only by Nations, but also by thinking of the different sections worked upon; such as, (1) the Gulf and Caribbean Coasts, (2) the South Atlantic Coast, (3) the North Atlantic coast, (4) the Pacific Coast, (5) the interior of Central, South, and North America, respectively.

## NOTES

## NOTES

## NOTES



# ESTABLISHMENT OF EARLY FREE COMMONWEALTHS

## B. AMERICAN HISTORY.

### (A) Period of Discovery and Explorations.

### (B) The Colonial Period (1607 to the Treaty of Paris, 1763).

#### I. Establishment of the Early free Commonwealths (1607 to the Restoration, 1660).\*

##### (I) Conditions in England during the first half of the 17th Century.

##### (II) The early Southern Colonies, or the Chesapeake Bay Colonies.

###### 1. Virginia (1607).

###### (1) Its genesis—The London and Plymouth Companies.

###### (2) Settlement.

###### i. Founding of Jamestown (1607).

###### ii. Early hardships and slow growth.

###### iii. Increase of population and of large plantations after 1610.

###### (3) Government.

###### i. Under the Charter of 1607.

###### (i) The plan: a council in England chosen by the King; a council of thirteen, resident in the colony, chosen by the council in England.

###### (ii) Inefficiency.

###### ii. Under the Charter of 1609—a governor substituted for the resident council of thirteen.

###### iii. Under the Charter of 1612.

###### (i) Governors Argall and Sandys.

###### (ii) Representative government allowed under the Charter.—The first House of Burgesses, 1619.

###### iv. The charter revoked (1624).—Virginia becomes a royal colony.

###### v. Struggle between the colonists and their royal governors (1624–1652).

###### vi. Virginia during the Commonwealth and Protectorate (1652–1660).—Self-government.

###### (4) Industrial conditions: products, occupations, land system, slavery.

###### (5) Social conditions: classes of society, home life, methods of travel, social gatherings, etc.

###### (6) Religious conditions: religious sects, places of worship, laws on religion etc.

###### (7) Conflict with Maryland—the Clayborne affair.

###### (8) Relations with Indians.

Captain  
John Smith.

\***ASSIGNMENT:**—The assignments hereafter will be made by reference to the authors, the title of the books being omitted. Cousins and Hill, Chap. 4, pp. 49–64, and Chap. 7, pp. 61–106; James and Sanford, Chaps. 4 and 5, pp. 37–67; Adams and Trent, Chap. 2, pp. 24–29, 31–36, and Chap. 3, pp. 37–51 (in parts).

**AIM:**—During the first part of the Colonial Period, England did not realize the possibilities of the New World. No definite colonial policy was adopted, therefore, and the colonies were allowed to develop very much as they pleased. Along with the economic adaptation of the colonists to their new surroundings, there was developing an attachment to representative government and a tendency toward democracy in society and toleration in religion. Each colony was something of an experiment station; and the experiments produced differences not only between the colonies and the mother country, but also between one colony and another. The pupil should become keenly interested in these beginnings for the sake of being able later to understand why things were thought, felt or done.

**PRESENTATION:**—Each pupil should be able, without assistance in class, to give an intelligent discussion of any of the larger phases of colonial history,—such as, settlement, government, etc., following the thought of the outline. Comparisons should be made between different colonies.

## ESTABLISHMENT OF EARLY FREE COMMONWEALTHS

### B. AMERICAN HISTORY.

(B), I, (II) The Early Southern Colonies.—Continued.

For 1, see preceding page.

Lord  
Baltimore.

#### 2. Maryland (1633).

- (1) Genesis of the colony: Lord Baltimore's grant, Preparation by his son, Cecil.
- (2) Settlement.—First at St. Mary's.
- (3) Government.
  - i. A liberal charter.
  - ii. The primary assembly changes into a representative assembly.
  - iii. The Puritans in control during the Commonwealth and Protectorate.
- (4) Religious conditions.
  - i. Liberal attitude of the proprietors.
  - ii. Many Puritans.
  - iii. The Toleration Act of 1649, the first toleration act in America.
  - iv. Little community worship, because of lack of preachers and sparse settlements.
- (5) Social and industrial conditions.

## NOTES

# ESTABLISHMENT OF EARLY FREE COMMONWEALTHS

## B. AMERICAN HISTORY.

(B), I.—Establishment of the Early Free Commonwealths (1607–1660).

For (I) and (II), see preceding pages.

(III) The founding of the New England Colonies.

1. Attempts at settlement in New England: The Popham Colony, or the Kennebec River Settlement (1607).
2. Religious, political, and economic conditions in England under the early Stuarts. (See (I) above.)
3. The Plymouth Colony (1620).

(1) Genesis.

- i. Persecutions and wanderings of the Pilgrims.
- ii. Their agreement with the Merchant Adventurers.

(2) Settlement.—Hardships and fortitude of the Pilgrims.

(3) Relations with the Indians.

(4) Government.

i. The Mayflower Compact (1620).

ii. The plan of government: at first a pure democracy, later (1638) a representative democracy.

4. Massachusetts Bay Colony (1628).

(1) Genesis of the colony: the grant to the Puritans.

(2) Settlement.

i. The first immigrants,—the settlement at Salem (1628).

ii. The Great Immigration of 1630.

(3) Government.

i. Charter provisions.

ii. Plan of government adopted.

iii. Representative government (1634).

iv. Further political development up to 1660.

(4) Religious conditions.

i. A theocratic government.

ii. Puritan intolerance.

5. Rhode Island (1636).

(1) Roger Williams.—Life, character, and beliefs.

(2) The founding of Providence, Portsmouth, and Newport.

(3) The union of these settlements under a charter government (1647).

(4) Religious toleration.—Many religious sects.

6. Connecticut (1635).

(1) The founding of Hartford, Windsor, and Weathersfield.

(2) Relations with Indians.—The Pequot War (1637).

(3) The Fundamental Orders of Connecticut (1639),—the first constitution of the American type.

7. New Haven (1638).

(1) Settled by emigrants from Massachusetts.

(2) Government based on Laws of Moses.

(3) Other towns founded near by and joined to the New Haven Colony.

8. New Hampshire (1631).—Founding of Exeter.

9. Maine (1638).—Fishing and fur-trading settlements.

10. General conditions in New England prior to 1660.

(1) Government.

i. Type of colony government,—Republican.

ii. Type of local government,—Township.

iii. Type of intercolonial government,—the New England Confederation (1643).

(2) Economic conditions. (Contrast with those of the Southern colonies).

(3) Relations with the Indians.

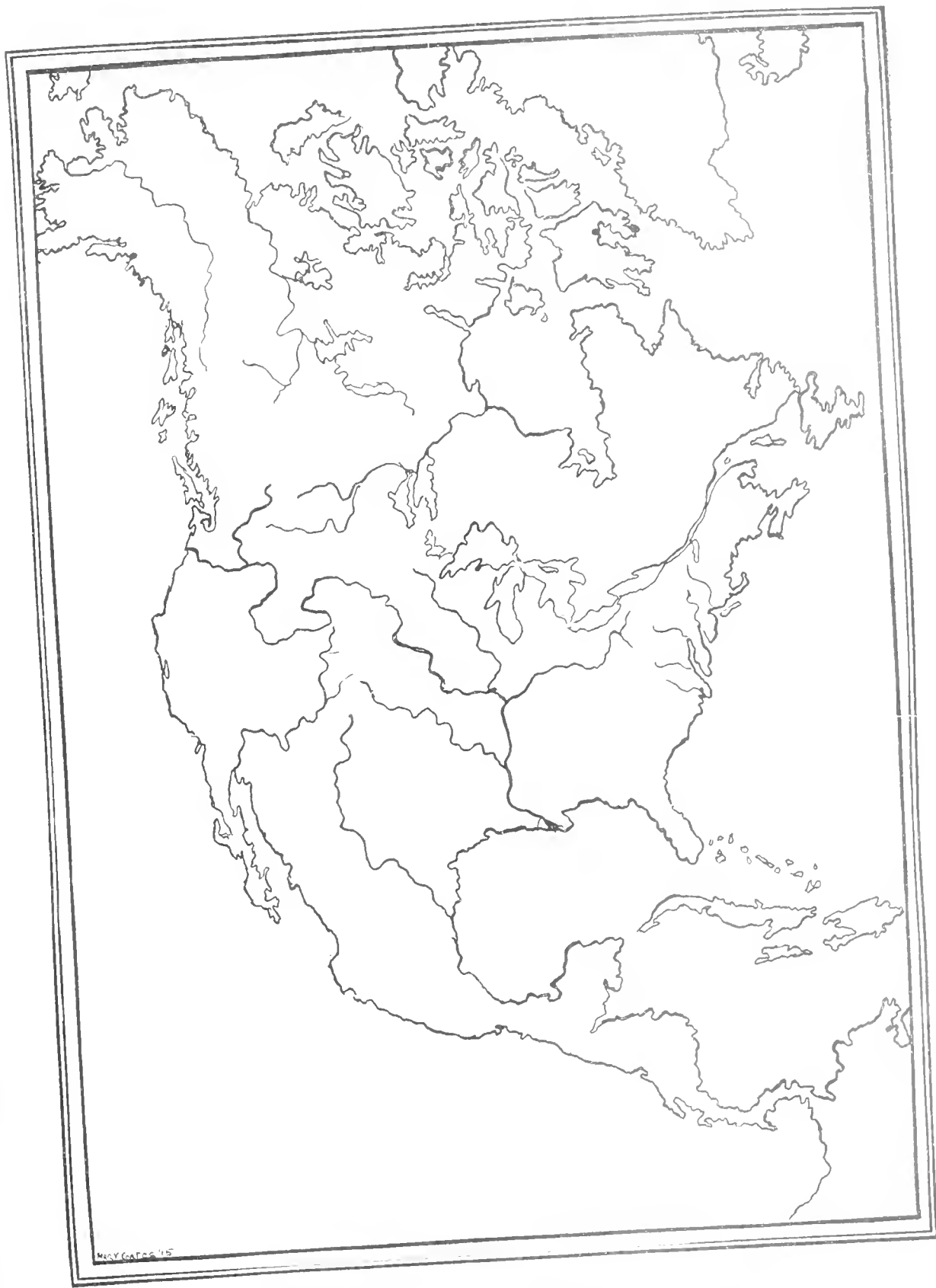
John  
Carver.  
William  
Bradford.

John  
Winthrop.

Roger  
Williams.

Thomas  
Hooker.

## NOTES



MAP SHOWING THE COLONIES ESTABLISHED DURING THE  
FIRST PERIOD OF COLONIZATION (1607-1660)

## ENGLISH RESTRICTIONS VS. SELF-GOVERNMENT

### B. AMERICAN HISTORY.

#### (B) The Colonial Period (1607-1763).—Continued.

For I, see preceding pages.

#### II. The Second Period of Colonization.—English Restrictions vs. Colonial Self-Government (1660 to King William's War, 1690).\*

##### (1) The founding of the Southern and Middle proprietary colonies.

###### 1. The Carolinas (1663-1665).—Southern.

###### (1) Genesis.

- i. The charters of 1663 and 1665.
- ii. Locke's *Fundamental Constitutions*.

###### (2) Settlement.

- i. The Albemarle Settlements.
- ii. The beginning of Charleston (1670).
- iii. Later accretions to the colony by Huguenots, Germans, and Swiss.

###### (2) Government.—Failure of the Grand Model—Bad governors, excepting West and (later) Archdale.

West.

###### (4) Industrial life.

Archdale.

- i. Trade.
- ii. Agriculture.
- iii. Slavery.

###### (5) Relation with the Indians.

###### 2. New York (Became English in 1664).—Middle.

###### (1) The Dutch in New Netherlands (1609-1664).

- i. Hudson's explorations for the Dutch (1609).
- ii. Settlements under the Dutch West India Company (1621-1638).
- iii. Government of New Netherlands (1621-1664).
- iv. Industrial prosperity.
- v. Clash of the Dutch and the Swedes on the Delaware.—Fort Christina captured.

Henry  
Hudson.

Peter  
Stuyvesant.

###### (2) New York under the English (1664-1690).

- i. New Netherlands conquered by the English and named New York (1664).
- ii. Growth in population and industries.
- iii. Government of New York under Governors Andros and Dongan.
- iv. Religious conditions in New York.

###### 3. New Jersey (1663).—Middle.

###### (1) The grant to Berkeley and Carteret (1663).

###### (2) Settlement and growth in population.

###### (3) Political history to 1690.

- i. Government,—a representative democracy.
- ii. The division of the Jerseys (1676).
- iii. The virtual union of the Jerseys under William Penn.
- iv. New Jersey a royal province (1688).

\***ASSIGNMENT:**—Cousins and Hill, Chap. 5, pp. 65-71, Chap. 6, pp. 76-90, and Chap. 7, pp. 107-114; James and Sanford, Chaps. 6 and 7, pp. 68-103; Adams and Trent, Chap. 2, pp. 29-31, Chap. 3, sec. 41, 43-45, 50-76, Chap. 4, pp. 60-68.

**AIM:**—During this part of the Colonial Period, England was trying to get a closer grip on the colonies by means of the Navigation Acts, the acts restricting colonial manufactures, and the imperial system of government. The colonies, however, because of their remoteness and their former free condition, were inclined to develop more independently. The rivalry for empire had eliminated the Swedes and the Dutch from control in North America. The student will begin to see why the English were to predominate on this continent, and why the American group would some day separate from their kinsmen in England.



MAP SHOWING THE COLONIES ESTABLISHED DURING THE  
SECOND PERIOD OF COLONIZATION (1600-1690)

## ENGLISH RESTRICTIONS VS. SELF-GOVERNMENT

### B. AMERICAN HISTORY.

#### (B) The Colonial Period (1607-1763).

##### II The Second Period of Colonization.

##### (I) Founding of Southern and Middle Colonies.—Continued.

For 1, 2, and 3, see page 20.

William  
Penn.

#### 4. Pennsylvania (1681-2).—Middle.

(1) William Penn, and his grant of Pennsylvania (1681).

(2) Settlement.

i. The beginning of Philadelphia.

ii. Immigration of Dutch, Germans, Swedes, Welsh, and Englishmen to the colony.

(3) Penn's liberal government.—*The Frame of Government*.

(4) Religious toleration.—Diversity of religious sects.

(5) Friendly relations with the Indians.

(6) Relations with Maryland,—the Mason and Dixon's Line.

#### 5. Delaware (1682).

(1) Early settlements by the Dutch and Swedes.

(2) Conquest by the Dutch.

(3) Penn's purchase of Delaware.

(4) Government of the Three Lower Counties,—A separate legislature, same governor as Pennsylvania.

#### (II) General conditions in the colonies (1660-1690).

1. New motives of colonization.

2. Non-English immigrants increase, but English remain dominant.

3. Economic conditions.

(1) The Navigation Acts.

i. The occasion and purpose of these acts.

ii. Their provisions.

iii. Colonial opposition to them.

(2) Bacon's Rebellion in Virginia,—largely an outgrowth of economic conditions.

(3) Growth of commercial cities,—Boston, Philadelphia, and New York.

4. Growth of religious toleration.

5. Political conditions.

(1) Growth of self-government, especially in New England.

(2) England's plan of imperial control.

i. Purpose and nature of the plan:

(i) To establish a colonial council in England.

(ii) To reduce each colony to royal type.

(iii) To unite colonies under a Governor-General.

ii. The three types of colonial government.—The reduction of several colonies to the royal type.

iii. An attempt to combine the colonies under Governor-General Andros.

iv. The Lords of Trade, a council for the colonies (1675).

6. Relations with Indians.—King Philip's War.





MAP SHOWING FRENCH AND ENGLISH SETTLEMENTS

## NOTES

## THE STRUGGLE FOR SUPREMACY

### B. AMERICAN HISTORY.

#### (B) The Colonial Period (1607-1763).—Continued.

For I, II, see preceding pages.

#### III. The Struggle for Supremacy.—The French and English Intercolonial Wars (1690 to the Treaty of Paris, 1763).\*

##### (I) French exploration in North America (1524-1682).

1. The first period,—Verrazano (1524) and Cartier (1534-5). (See p. 10.)
2. The French Awakening.

##### (1) Explorations of Champlain (1604-1635).

Champlain.

- i. St. Lawrence River from Montreal to Lake Ontario.
- ii. Lake Champlain.
- iii. Ottawa River, Lake Huron, and Lake Ontario.

##### (2) Lake Michigan discovered by Nicolet (1634).

##### (3) Lake Superior discovered by two Jesuits.

##### (4) Lake Erie known as early as 1630.

##### (5) Joliet and Marquette's expedition down the Mississippi (1573).

##### (6) La Salle's Expedition (1682).

Joliet  
and  
Marquette.

##### (II) French colonization in America to 1690.

1. Attempts made by Cartier (1540-3), and by Huguenots (1562-4). (See p. 12.)

La Salle.

2. Port Royal (1604), and Quebec (1608) established by Champlain and De Monts.

3. Fur-trading vs. agriculture colonization (1635-1663).—The Hundred Associates.

4. Colbert's paternalistic policy of colonization and Frontenac's westward extension of settlements (1663-1689).

5. A comparison of French settlers and colonizing policies with those of the English.

\***ASSIGNMENT:**—Cousins and Hill, Chaps. 8 and 9, pp. 115-145; James and Sanford, Chaps. 8 and 9, pp. 104-141; Adams and Trent, Chap. 5, pp. 69-86.

**AIM:**—Twelve of the original thirteen English colonies had now been founded,—all save Georgia. As these developed in numbers, strength, and initiative, their desire to expand increased. The French were hedging them in on the north and threatening to check them on the west. The dominant question during this period was, "Which should prevail in North America, the French or the Anglo-Saxon?" Their interests conflicted in Newfoundland, on the Maine-Arcadia border, in the Hudson Bay region, and in the Mississippi valley. It must not be forgotten, however, that while the struggle for Empire was going on the English colonies were advancing rapidly in population, industrial progress and economic independence, representative government and aloofness from England, religious toleration, and social democracy.

**PRESENTATION:**—A good opportunity is offered here for each pupil to narrate a considerable historical movement, using a map to make the story more intelligible. The subject of such a story might be, French explorations in America, French colonization, King William's War, etc.

## NOTES

## NOTES



MAP SHOWING THE ENGLISH COLONIES IN 1690

## THE STRUGGLE FOR SUPREMACY

### B. AMERICAN HISTORY.

#### (B), III. The Struggle for Supremacy (1690-1763).—Continued.

For (I), (II), see page 25.

#### (III) The French and English Intercolonial Wars (1690-1763).

1. Causes, European and American.
  - (1) European Wars.
  - (2) National and religious hatred between the American colonists.—  
Four geographical positions where friction occurred.
2. King William's War (1690-1697).
  - (1) Events.
  - (2) The first Colonial Congress (New York, 1690).
  - (3) The Treaty of Ryswick (1697).
3. Queen Anne's War (1701-1713).
  - (1) Events.
  - (2) The Treaty of Utrecht (1713).—English get full rights to what territory?
4. King George's War (1744-1748).
  - (1) Extension of French settlements (1697-1744): Detroit (1701), Kaskaskia (1700), Fort Chartres (1720), Vincennes (1727), Mobile (1701), New Orleans (1718), Louisburg (1715), etc.
  - (2) Events.
  - (3) The Treaty of Aix-la-Chapelle (1748).
5. The French and Indian War (1754-1763).
  - (1) Preparations for the death-grapple.
    - i. By the English colonies: Westward migration, and the Albany Congress (1754).—Franklin's Plan of Union.
    - ii. By the French: Military posts established in the West.
    - iii. Relative strength of the disputants.
  - (2) Years of defeat for the English (1754-1757) at the four strategic points: Fort Duquesne, Fort Niagara, Ticonderoga, and Louisburg.
  - (3) English successes under direction of Pitt (1758-1760).—Fall of the four strategic positions, and also of Quebec.
  - (4) The Treaty of Paris (1763).—Further changes in territory.
6. General effects of the intercolonial wars on the English colonies.

#### (IV) General progress of the English colonies (1690-1763).\*

1. Growth in population.
2. Development of slavery.
3. Industrial growth and changes.
4. Social conditions.
5. Progress of education.
6. Continued growth of religious freedom.
7. Political tendencies.
  - (1) Increase of self-government.—Conflicts between governors and assemblies.
  - (2) The three forms of colonial government.—A further tendency toward the royal type.
  - (3) A comparison of local forms of government in the three sections.
8. The founding of Georgia (1733).
  - (1) Reasons for the colony.
  - (2) Settlement.—The beginning of Savannah.
  - (3) Policy of Trustees toward rum and slavery.
  - (4) Relations with the Indians and with the Spaniards.
  - (5) Georgia as a royal colony (1752).

General  
Braddock.

General  
Wolfe.

William  
Pitt.

James  
Oglethorpe.

\*NOTE.—See Cousins and Hill, Chap. 9, pp. 135-145; James and Sanford, Chap. 9, pp. 128-141; Adams and Trent, Chap. 5, pp. 69-86.



MAP SHOWING (1) FRENCH EXPLORATIONS AND FRENCH CLAIMS IN AMERICA. (2) THE RESULTS OF THE FRENCH AND ENGLISH INTERCOLONIAL WARS IN AMERICA

## NOTES



## NOTES

## NOTES

# CAUSES OF THE AMERICAN REVOLUTION

## B. AMERICAN HISTORY.

- (A) Period of Discovery and Explorations (1492-1607).
- (E) The Colonial Period (1607-1763).

### (C) The Revolutionary Period (1763 to the surrender of Yorktown, 1781).

#### I. Causes of the American Revolution (1763-1775).\*

- (I) General causes of friction between the Colonies and the mother country prior to 1763.

- 1. Remoteness and new environments, together with their motives for immigrating, led to development of self-government and religious freedom among the colonists.
- 2. The mercantile system, a grievance to the colonists.
  - (1) The Navigation Acts (1651-1763).
  - (2) Restrictions on Colonial manufactures.
- 3. England's attempts to establish the Anglican church in the Colonies.

#### (II) The taxing policy of Great Britain (1763-1770).

- 1. Reasons for England's desire to tax the Colonies.
- 2. The Grenville Policy.
- 3. Attempt to make Navigation Acts revenue-producing (1) by "Writs of Assistance."—Opposition by James Otis; (2) by the Sugar Act (1764).
- 4. The Stamp Act (1765).
  - (1) Provisions.
  - (2) Opposition by the colonists.
    - i. By the masses.
    - ii. Patrick Henry's speech.
    - iii. Letters of Samuel Adams.
    - iv. The Stamp Act Congress, 1765.
  - (3) Repeal of the Stamp Act.
  - (4) Theories of representation.
- 5. The Townshend Acts, 1767.
  - (1) Provisions.
  - (2) Colonial opposition.
    - i. Non-importation agreements.
    - ii. Samuel Adams in New England.
    - iii. Dickinson's *Letters from a Farmer* in the middle colonies.
    - iv. The Virginia Resolution.
  - (3) Repeal of the Townshend Revenue Act, except tax on tea (1770).

#### (III) British policy of coercion (1770-1775).

- 1. Acts prior to 1770 regarded by the colonists as purely coercive.
  - (1) Coercive provisions of the Townshend Acts.
  - (2) Dissolution of Massachusetts Assembly.
  - (3) Troops sent to Boston (1768).—The Boston Massacre (1770).
  - (4) Tyrannical ideals of George III.
- 2. The retention of the tax on tea.
  - (1) Opposition shown by the Boston Tea Party.
  - (2) The Committees of Correspondence (1772).
- 3. The Punitive or Coercive Acts (1774).
  - (1) Designation and provisions.
  - (2) Colonial opposition.—The First Continental Congress (1774).
  - (3) Conciliation proposed.

\***ASSIGNMENT:**—Cousins and Hill, Chap. 10, pp. 146-168; James and Sanford, Chap. 10, pp. 142-154; Adams and Trent, Chap. 6, pp. 87-106.

**AIM:**—The French and English wars furnished the occasion for much friction between the colonies and the mother country. By a quick succession of events, public thought in America was driven toward revolution. Care should be taken to give England credit for quite a degree of fair intention. It was inevitable that England and the colonies should view very differently the colonial questions now arising.

## WAR FOR THE RIGHTS OF ENGLISHMEN

### B. AMERICAN HISTORY.

#### (C) The Revolutionary Period (1763-1781).—Continued.

##### I. Causes of the American Revolution (1763-1775).

#### II. War for the Rights of Englishmen (1775 to the Declaration of Independence, 1776).\*

##### (I) Rights of Englishmen which the Colonists charged the English with violating.

1. Right of taxation by representatives.
2. Right of trial by jury.
3. Right of privacy of the home.
4. Right to be tried where the offense was committed.
5. Right of liberty in the pursuit of business.
6. Right of local self-government and of the freedom of the civil authority from interference by the military.

Paul  
Revere.

##### (II) The armed conflict opened—Battle of Lexington and Concord (April 19, 1775).

##### (III) Advantages and disadvantages of the belligerents.

##### (IV) The Second Continental Congress (1775-1781).

1. Representation.
2. Its authority, functions, and services.

##### (V) Military operations.

###### 1. Around Boston.

###### (1) Lexington and Concord.

###### (2) Bunker Hill.—Washington commander-in-chief.

###### (3) British evacuation of Boston.

###### 2. Attempt against Canada by Arnold and Montgomery.

###### 3. British attempt in the South—Clinton's failure (June, 1776).

General  
George  
Washington.

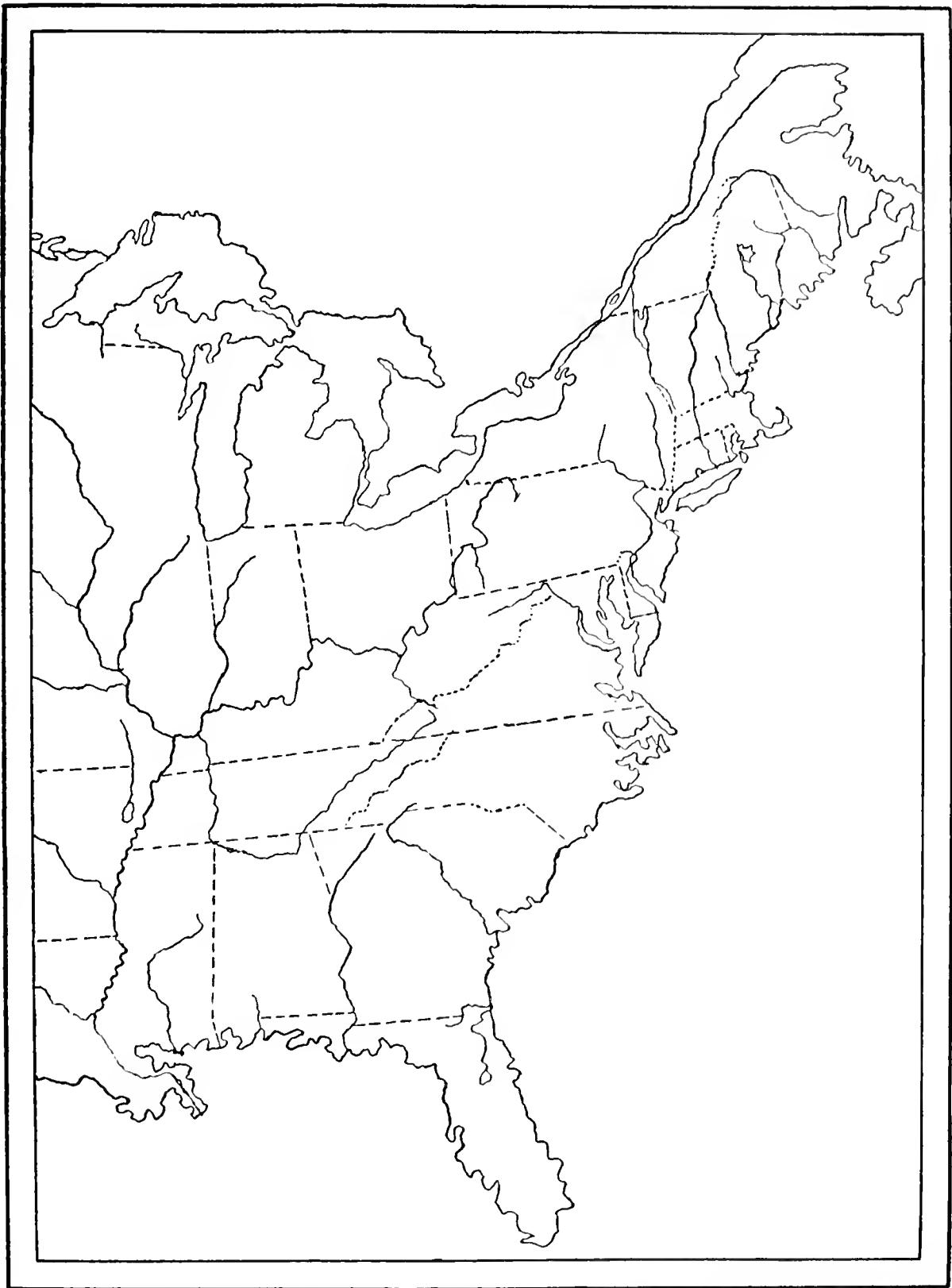
##### (VI) The independence movement.

1. Growth of independence sentiment resulting from George III.'s insult to the messenger of Congress and his proclamation against Americans.
2. The Declaration of Independence (1776).
3. The formation of independent State governments.

\***ASSIGNMENT:**—Cousins and Hill, Chap. 11, pp. 160-176, 186; James and Sanford, Chap. 10, pp. 154-161; Adams and Frent, Chap. 7, pp. 107-111, 120-126.

**AIM:**—To show that revolution came almost unconsciously. In national history, as in the life of an individual, clarified ideas often result from great upheavals of feeling.

## NOTES



MAP SHOWING THE CAMPAIGNS OF THE WAR FOR THE  
RIGHTS OF ENGLISHMEN

# WAR FOR INDEPENDENCE

## B. AMERICAN HISTORY.

### (C) The Revolutionary Period (1763-1781).—Continued.

For I, II, see preceding pages.

### III. War for Independence (1776 to the Surrender at Yorktown, 1781).\*

#### (I) Military and naval operations.

1. Campaign around New York (1776).
2. The retreat through New Jersey (1776).
  - (1) Washington's difficulties.
  - (2) Battles of Trenton and Princeton.
  - (3) Washington in winter quarters at Morristown Heights—the British at New York.
3. The struggle for the Hudson River (1777).
  - (1) The plan of attack.
  - (2) St. Leger's failure in the west.
  - (3) Burgoyne's failure at Bennington.—His surrender at Saratoga (1777).
4. The Philadelphia Campaign (1777-1778).
  - (1) Battles of Brandywine and Germantown.
  - (2) The winter at Valley Forge.—The Conway Cabal.
  - (3) From weakness arises strength.—
    - i. The Articles of Confederation proposed by Congress (1777).
    - ii. The French Alliance (Feb. 1778).
    - iii. British peace proposals rejected.
  - (4) The evacuation of Philadelphia (June, 1778).
  - (5) The Battle of Monmouth.
5. The war in the South (1778-1781).
  - (1) British successes in South Carolina.—(Savannah, Charleston, and Camden)—and in Georgia—(Augusta). The strength of the Tories.
  - (2) The American gain.
    - i. Victories of Marion and Sumter at King's Mountain.
    - ii. Greene in command of the Southern Army.
      - (i) Morgan's victory at Cowpens (1781).
      - (ii) Greene's famous retreat.
      - (iii) Battle of Guilford Courthouse.
      - (iv) Partial recovery of lost ground in South Carolina.
6. The Virginia Campaign. Surrender at Yorktown (Oct. 17, 1781).
7. The War in the West.—The George Rogers Clark Expedition (1778).
  - (1) Westward migration.
    - i. Valley settlements, between Blue Ridge and Alleghany.—The Watauga settlement.
    - ii. The Trans-Alleghany settlements, Kentucky and Tennessee (1774-1778).
    - iii. French settlements north of the Ohio.
  - (2) Clark's Conquest of the Northwest (1778).
8. The war on the ocean.

Diplomat  
Benjamin  
Franklin.

Nathanael  
Greene.

Clark.  
George  
Rogers

Financier  
Robert  
Morris.

Lafayette.

#### (II) The Finances of the Revolution.

1. Cost of the war.
2. Means of raising money.

#### (III) Foreign aid in the Revolution.

#### (IV) The Treaty of Paris, 1783.

\***ASSIGNMENT**:—Cousins and Hill, Chap. 11, pp. 176-204; James and Sanford, Chap. 11, pp. 162-182; Adams and Trent, Chap. 7, pp. 114-120, Chaps. 8 and 9, pp. 135-161.

**AIM**:—To many the war meant a sacrifice of self to high ideals; to others it was an unwelcome duty; to some it was something to be avoided or used for what personal gain one could get from it. What makes it interesting to us to-day is that it was a revelation of human character when put to the test, and that many men and women proved themselves noble in the trial.



MAP SHOWING (1) THE CAMPAIGN AROUND NEW YORK, (2) THE NEW JERSEY CAMPAIGN, (3) THE STRUGGLE FOR THE HUDSON, (4) THE PHILADELPHIA CAMPAIGN

## NOTES



## NOTES

## UNION UNDER ARTICLES OF CONFEDERATION

### B. AMERICAN HISTORY.

- (A) Period of Discovery and Exploration (1492-1607).
- (B) Colonial Period (1607-1763).
- (C) The Revolutionary Period (1763-1781).

(D) The Period of Confederation (1781 to the ratification of the Constitution, 1789).\*

#### I. Union under the Articles of Confederation.

##### (1) Previous tendencies toward union.

1. The aggregation of settlements—as in Plymouth, Rhode Island, Connecticut, and New Haven.

2. The New England Confederation (1643).

(1) Purpose.

(2) Colonies included.

(3) Plan of government.

(4) Benefits.

(5) Dissolution of the Confederation (1684).

3. Attempt at union under Governor-General Andros (1688).—Failure of centralization by external authority.

4. The Congress of New York (1690).

(1) Purpose or occasion.

(2) The five colonies represented.

(3) Proceedings.

5. Penn's Plan of Union (1697).

6. The Albany Congress (1754).

(1) Purpose or occasion.

(2) The seven colonies represented.

(3) Franklin's Plan of Union.

7. The Stamp Act Congress (1765).

(1) Purpose.

(2) The nine colonies represented.

(3) Proceedings.

8. Intercolonial Committees of Correspondence (1772).

9. The First Continental Congress (1774).

(1) Occasion.

(2) The twelve colonies represented.

(3) Proceedings.

10. The Second Continental Congress (1775-1781).

(1) Purpose.

(2) All the colonies represented.

(3) Work accomplished.

i. Conducted the war.

ii. Adopted the Declaration of Independence.

iii. Adopted the Articles of Confederation (1777).

iv. Ratified a Treaty of Alliance with France (1778)—the first treaty made by the United States.

Benjamin  
Franklin.

\***ASSIGNMENT:**—Cousins and Hill, Chap. 12, pp. 205-224; James and Sanford, Chaps. 12 and 13, pp. 183-214; Adams and Trent, Chaps. 11 and 12, pp. 178-195.

**AIM:**—Independence had been declared and attained by 1781, though not formally recognized until 1783. The movement toward union of the States was perhaps nobler than that of independence; for, lacking that physical military display which often attracts the indifferent and unthinking to a cause, the success of the latter movement depended upon the best and broadest thought of the wisest men and upon the deepest and most unselfish feeling of brotherhood among the masses. The building of the union was the accomplishment of no single day; the framers of the Constitution, wise as they were, based their great work upon the knowledge and experience of the past.

# UNION UNDER ARTICLES OF CONFEDERATION

## B. AMERICAN HISTORY.

### (D) The Period of Confederation (1781-1789).

#### I. Union under the Articles of Confederation.—Continued.

For (I), see page 40.

#### (II) Formation and Adoption of the Articles.

##### 1. By the Continental Congress.

(1) Franklin's plan offered (July 21, 1775).

(2) The adoption of the Articles by Congress (1777).

##### 2. Ratification of the Articles by the States.

(1) Obstacles: Western land claims.

(2) The removal of the obstacles: Cession of the western land claims to the general government.

(3) Ratification by States completed by Maryland (1781).

#### (III) General conditions under the Articles.

##### 1. The West.

(1) Emigration to the West since 1772. (See p. 36.)

(2) A government for the Northwest Territory.

i. The Ordinance of 1785.

ii. The Northwest Ordinance of 1787.

(i) Important provisions.

(ii) Its importance as a political document.

##### 2. Manifestations of the weakness of the Confederation.

###### (1) Financial difficulties.

i. Little revenue obtained, because of lack of power by Congress to tax.

ii. Currency disturbed and frequent riots,—such as Shays's Rebellion,—because of lack of sole power by Congress to coin money.

(2) Foreign relations.—Troubles due largely to lack of power by Congress to regulate foreign and inter-state commerce.

i. Troubles with England.

ii. Troubles with Spain,—the navigation of the Mississippi and the boundary question.

iii. Friendly commercial relations with other nations.

(3) Troubles between the States.—Due mostly to lack of power by Congress to coerce and to regulate inter-state commerce.

##### 3. Attempts to amend the Articles.

Daniel  
Boone.

John  
Sevier.

Thomas  
Jefferson.

John  
Adams.

John  
Jay.

## NOTES

# FORMATION AND ADOPTION OF THE CONSTITUTION

## B. AMERICAN HISTORY.

### (D) The Period of the Confederation (1781-1789).—Continued.

For I, see preceding pages.

#### II. Formation and Adoption of the Constitution (1787-1789).\*

##### (I) Steps leading to the Constitutional Convention.

1. The Alexandria Convention (1785).—A question of commerce between Virginia and Maryland.
2. The Annapolis Convention (1786).—A question of commerce between all the States.

Alexander  
Hamilton.

##### (II) The Constitutional Convention (1787).—At first, the question was on amending the Articles.

1. Place of meeting.
2. States represented.
3. The delegates.
4. Plans of government proposed.—The decision to form a new government.

George  
Washington.

James  
Madison.

- (1) The Virginia Plan.
- (2) The New Jersey Plan.
- (3) Other Plans,—Hamilton's and Pinckney's.

C. C.  
Pinckney.

##### 5. The Constitution a result of compromises.—The Virginia Plan accepted as a basis of work.

Benjamin  
Franklin.

- (1) The Great Compromises.
  - i. The Connecticut Compromise, on the question of representation.
  - ii. The Three-Fifths Compromise, on the question of the enumeration of slaves.
  - iii. The Commerce Compromise, on the question of regulating commerce and the slave trade.
  - iv. A government of checks and balances.
- (2) A general compromise between States' rights and centralization.
- (3) Provisions for amending the Constitution.
- (4) Signers of the Constitution.
- (5) Sources of the Constitution.

Robert  
Morris.

(Note the important American political documents preceding this. Make a list of them. See pp. 16, 17, 22, 28, 34, 36, 40.)

##### (III) The Ratification of the Constitution by the States (1787-1789).

1. Opposition to the Constitution.
2. The beginning of political parties in America.
3. *The Federalist*.
4. Final Ratification of the Constitution by State conventions.

\*See Consins and Hill, Chap. 12, pp. 217-224; James and Sanford, Chap. 13; Adams and Trent, Chap. 12; Fiske's *Critical Period*; Hart's *Formation of the Union*.

## NOTES

## ORGANIZATION AND ADJUSTMENT

### B. AMERICAN HISTORY.

- (A) Period of Discovery and Exploration (1492-1607).
- (B) The Colonial Period (1607-1763).
- (C) The Revolutionary Period (1763-1781).
- (D) The Period of the Confederation (1781-1789).

#### (E) The National Period (1789 to the Present Time).

##### I. The Nationalizing Process (1789 to the Election of 1840).

###### (1). Organization and Adjustment Based upon Nationalist Supremacy (1789 to the Inauguration of Jefferson, 1801).\*

###### 1. The transition from government under the Articles to government under the Constitution.

- (1) The Congress of the Confederation orders elections.
- (2) Results of the elections.
- (3) Meeting of the first Congress and the inauguration of the first President (1789).

###### 2. Congress and the executive department at work on the organization of the new government.

- (1) Revenue to support the government.—The first Tariff Act passed by Congress (1789).
- (2) Appropriations by Congress.
- (3) Organization of the Executive Department.—The Cabinet.
- (4) Organization of the Judicial Department.
- (5) Amendments to the Constitution.
  - i. The first ten Amendments,—the Bill of Rights (1791).
  - ii. The Eleventh Amendment (1798).
- (6) Hamilton's financial policy.
  - i. Different political views of Jefferson and Hamilton.
  - ii. More revenue to support the government.
    - (i) The increase of the tariff.—In his report on manufactories, Hamilton advocates protection.
    - (ii) The Excise.—The Whiskey Insurrection (1794).—The national government exercises coercive power.
  - iii. Hamilton and the debts.
    - (i) The full payment of the national debts.
    - (ii) Assumption of the State debts and the location of the Capital.
  - iv. The establishment of the first United States Bank (1791).—The adoption of the "Doctrine of Implied Powers."
  - v. Establishment of the first national mint.

WASHINGTON'S ADMINISTRATION  
(1789-1797).

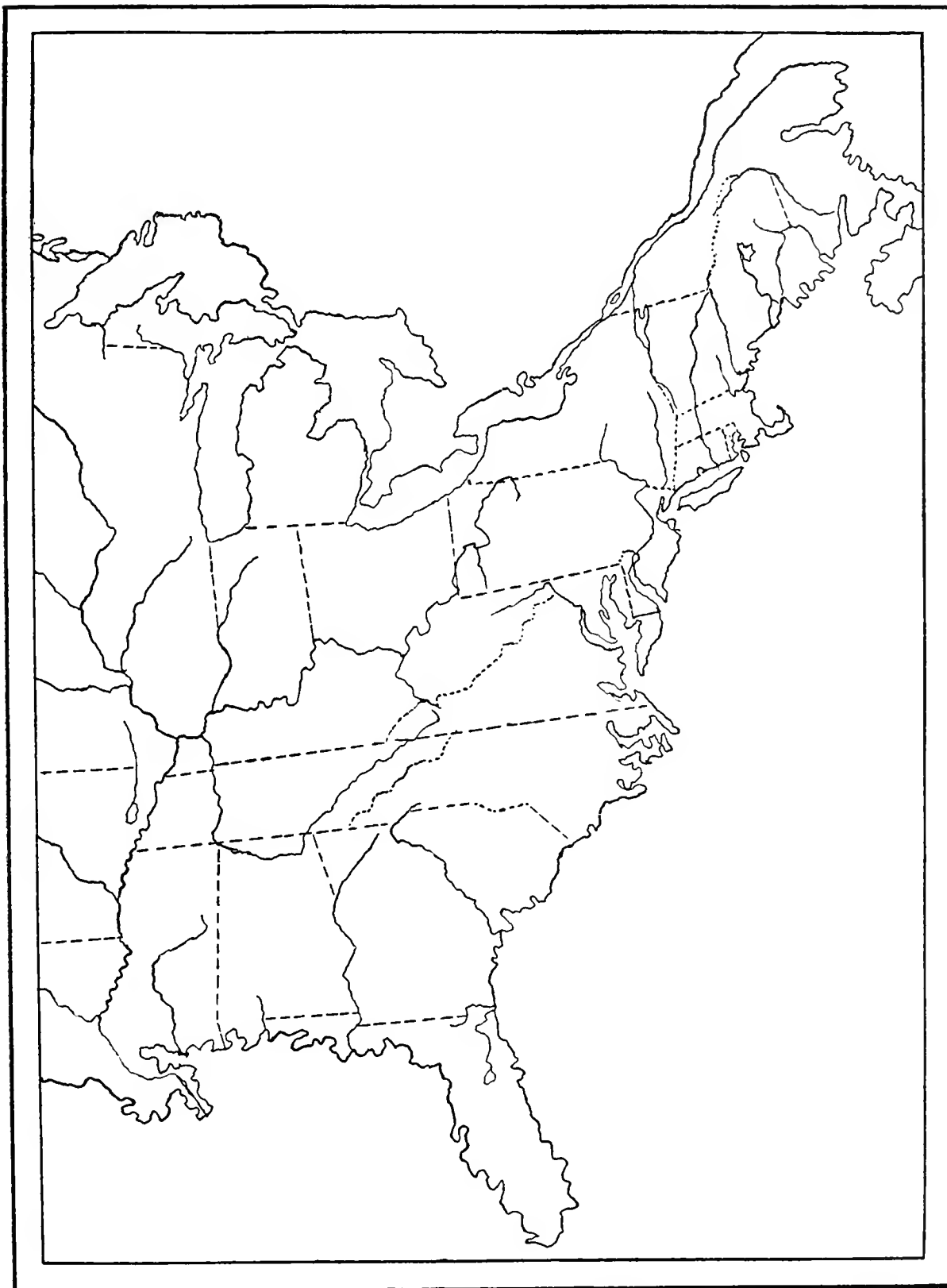
Chief Justice Jay.

Alexander Hamilton.

\***ASSIGNMENT:**—Cousins and Hill, Chap. 13, pp. 225-249; James and Sanford, Chaps. 14 and 15, pp. 215-240; Adams and Trent, Chaps. 13 and 14, pp. 196-210.

**AIM:**—A written form of union had now been attained, and the spirit of union had been strengthened; yet much of the cementing of the nation was to be done in the future. Until about 1840, the cementing forces seemed to be more powerful than the disintegrating forces; after that time, the wedge of sectional dissension gained in mastery until it almost destroyed what had been accomplished toward the nationalization. The first twelve years after the adoption of the Constitution was a period of adjustment to the new government. Many precedents were then established, both in domestic and foreign affairs, which have had their influence to this day. The national government and its officers were drawing upon the past experience of foreign governments, of colonial governments, and of the recent State governments, as well as upon their own originality, in their practices, principles of government, and even their use of Constitutional power.

## NOTES



MAP SHOWING THE UNITED STATES IN 1789

## ORGANIZATION AND ADJUSTMENT

### B. AMERICAN HISTORY.

(E), I. (I) Organization and Adjustment (1789-1801).—Continued.

For 1, 2, see page 43.

Thomas  
Jefferson.

3. The beginning of political parties in America.
  - (1) The division of men into two political groups during the formation and adoption of the Constitution (1787-1789).—Federalists and Anti-Federalists.
  - (2) Jefferson and Hamilton's conflict over the National Bank.
4. The tardy process of adjustment in foreign relations.
  - (1) The weakness of the Federal foreign policy, caused
    - i. By the desire to avoid European entanglements.
    - ii. By the weakness of the spirit of nationality.
  - (2) Relation with European powers during Washington's administration (1789-1797).
    - i. With France.
      - (i) The French Revolution and the consequent War with England.
      - (ii) Sentiment in the United States favorable to the enforcement of the Treaty of 1778.
      - (iii) Washington's Proclamation of Neutrality.
      - (iv) The Genet affair.
      - (v) Effects of the Jay Treaty in France.
      - (vi) C. C. Pinckney sent to Washington (1797) to demand redress for French commercial depredations.
    - ii. With England.
      - (i) Difficulties over the enforcement of the Treaty of 1783.
      - (ii) British impressment of American seamen.
      - (iii) Difficulties of arranging a commercial treaty with Great Britain.
        - a. Futility of Adams's attempt during the Confederation.
        - b. The Jay Treaty (1794).
    - iii. With Spain.—The Treaty of 1795.
  - (3) Foreign relations during Adams's administration.
    - i. With France.
      - (i) Effects in France of the election of Adams.
      - (ii) The X. Y. Z. Affair.
      - (iii) Hostilities with France.
      - (iv) A new treaty with France (1800).
    - ii. Continuation of British impressment and commercial depredations.
5. The growth of the West (1789-1801). (See pp. 36 and 41.)
  - (1) Government of the Territory South of the Ohio (1790).
  - (2) Admission of new States: Vermont, Kentucky, Tennessee, and Ohio.
  - (3) The Ohio Indians suppressed.—Wayne's victory (1794).—Coercive power again exercised by the national government. (See p. 43, (6), ii, (ii).)
6. The decline of the Federalists and the ascendancy of the Republicans.
  - (1) The Alien and Sedition Laws (1798).
    - i. Purpose, provisions, and their enforcement.
    - ii. Opposition to the assumption of national authority: The Virginia and Kentucky Resolutions.
  - (2) The election of 1800.—The Twelfth Amendment.
  - (3) The "Midnight Judges."

John  
Jay.

ADMINIS-  
TRATION  
OF  
JOHN ADAMS  
(1797-1801)



## NOTES

# ESTABLISHMENT OF AN INTERNATIONAL STATUS

## B. AMERICAN HISTORY.

### (E) The National Period (1789 to the Present).—

#### I. The Nationalizing Process (1789-1840).—Continued.

For (I), see preceding pages.

#### (II) The Establishment of an International Status (1801 to the Monroe Doctrine, 1823).\*

ADMINIS-  
TRATION  
OF  
JEFFERSON  
(1801-1809).

##### 1. Policy of Jefferson, the first Republican (modern Democrat) President (1801-1809).

- i. Federalist predictions of ruin.
- ii. Character and fitness of the new President.
- iii. Official simplicity.—His Inauguration.
- iv. His conservative domestic policy.
  - (i) In regard to the civil service.
  - (ii) In regard to national defense.
  - (iii) In regard to finances.
- v. The repeal of the Judiciary Act.
- vi. Jefferson's foreign policy.

##### 2. The acquisition of Louisiana (1803).—Republicans adopt the doctrine of implied powers.

- (1) Causes leading to the acquisition.
- (2) Method and conditions of the acquisition.
- (3) Limits, population, and possibilities of the Louisiana Territory.
- (4) Results of the Acquisition.
  - i. Political.
  - ii. Industrial or commercial.
  - iii. On slavery.
  - iv. On westward migration.
  - v. On international status.

##### (5) The utilization of Louisiana begun.

- i. Organization of government in the Territory.
- ii. Exploration of the Territory.
- iii. Settling the Territory.
- iv. Burr's Conspiracy (1804-1807), probably incited by possibilities of the Territory.

##### 3. The defeat of the Barbary Powers (1805, 1814).

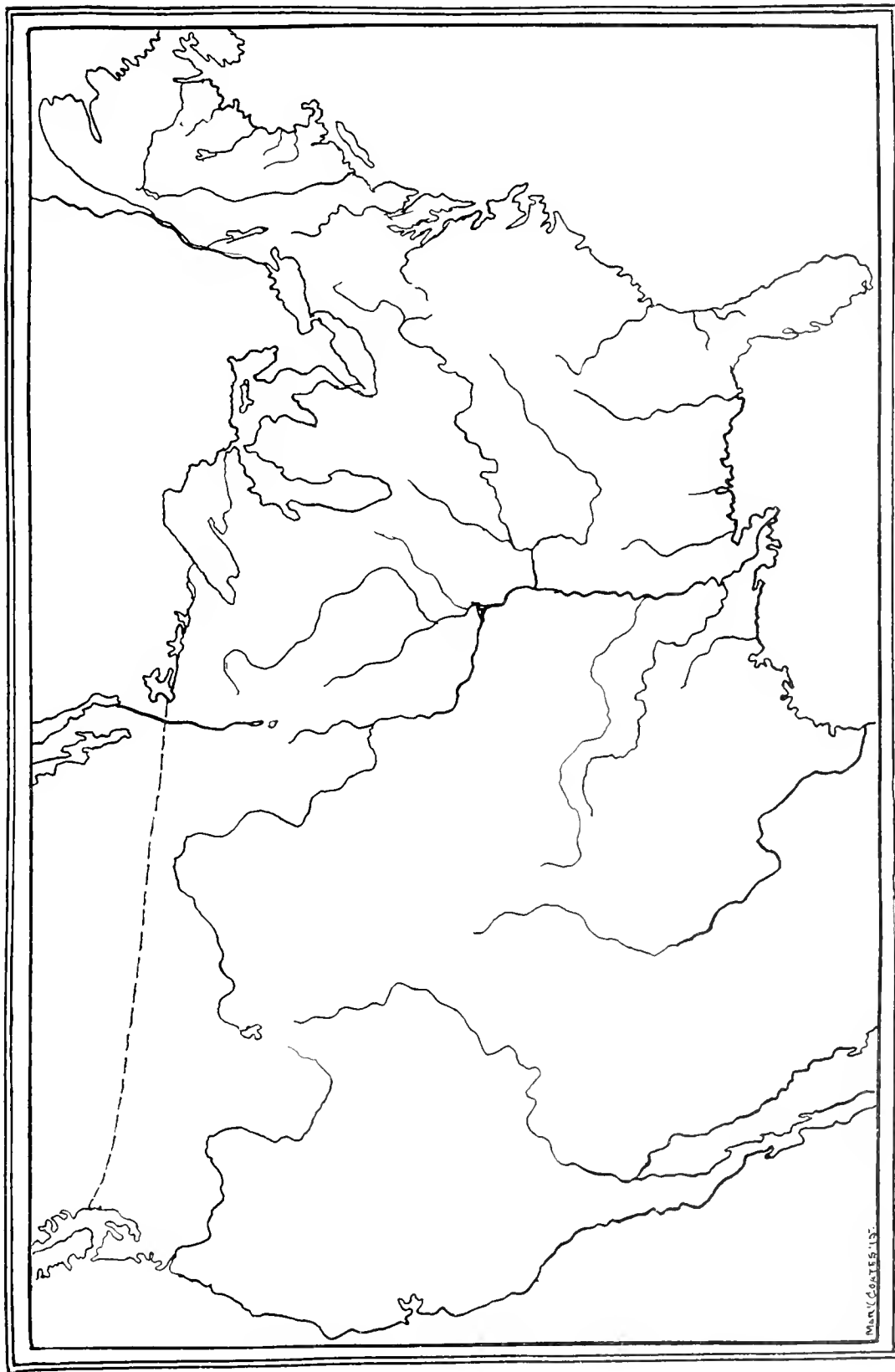
Lewis  
and  
Clark.

Aaron  
Burr.

\***ASSIGNMENT:**—Cousins and Hill, Chaps. 14 and 15, pp. 250-287; James and Sanford, Chaps. 16, 17, 18, and 19, pp. 241-289; Adams and Trent, Chaps. 15, 16, and 17, pp. 211-253.

**AIM:**—With the growth of nationality at home, our country was tardily preparing to resist the insults which were being heaped upon it by European powers. Knowing the inherent national weakness, the leaders in our diplomacy first tried the mildest means; but intolerable insults forced the nation into war. Our country came out with some prestige to its credit, the result of a number of other events as well as of the war with England. By 1823, we were able to say to the world, "We are not only capable of defending ourselves, but hereafter we shall undertake the defense of the western hemisphere against European aggression."

## NOTES



MAP SHOWING THE CAMPAIGNS OF THE WAR OF 1812

# ESTABLISHMENT OF AN INTERNATIONAL STATUS

## B. AMERICAN HISTORY.

(E), I. The Nationalizing Process (1789-1840).

(II) The Establishment of an International Status (1801-1823).—Continued.

For 1, 2, 3, see page 48.

4. America's struggle for the recognition of her commercial rights.
  - (1) British and French depredations on American commerce.
  - (2) Peaceful remedies attempted.
    - i. The Embargo Act (1807).
      - (i) Provisions.
      - (ii) Results in Europe and in America.
    - ii. The *Chesapeake-Leopard* affair settled tardily by diplomacy.
    - iii. The Non-Intercourse Act (1809).
    - iv. The Macon Bill No. 2.
  - (3) The War of 1812, or the Second War for Independence (1812-1815).
    - i. The growth of the war spirit.
      - (i) The election of 1810,—new men in Congress.
      - (ii) The case of the *Little Belt* and the *President*.
      - (iii) The defeat of Tecumseh at Tippecanoe.
    - ii. The declaration of war.—Causes.
    - iii. Finances and military organization.
    - iv. New England opposition to the War.—The Hartford Convention (1814).
    - v. Military and naval operations.
      - (i) The border campaign.
        - a. Failure of the invasion of Canada.—Fall of Detroit (1812).
        - b. Perry's victory on Lake Erie.
        - c. Battle of Lundy's Lane (1814).
        - d. Macdonough's victory on Lake Champlain (1814).
      - (ii) The British invasion (1814).—Washington, Baltimore, and Plattsburg.
      - (iii) War in the South.—Jackson and the Battle of New Orleans (1815).
    - vi. Peace.
      - (i) Negotiations.
      - (ii) The Treaty of Ghent (1814).
    - vii. Results of the War.
      - (i) On impressment.
      - (ii) On democratic nationalization.
      - (iii) On American commerce.
      - (iv) On American manufacturing.—The Tariff of 1816. (See p. 43, 2, (1); also iii. above.)
      - (v) On America's international status.
5. Further tendency toward nationalization (1815-1819).
  - (1) Political "good feeling."
    - i. Election of Monroe (1816), and his re-election (1820).
    - ii. Monroe's tour of the United States.
  - (2) Internal improvements.—The doctrine of implied powers again.
  - (3) The growth of the West strengthens nationality. (See pp. 36, 41, and 46.)
  - (4) Establishment of the Second National Bank (1816). (See p. 43, (6), iv.).—The Panic of 1819.
  - (5) Influence of judicial decisions.
  - (6) The Protective Tariff of 1816.—The doctrine of implied powers again.

ADMINIS-  
TRATION  
OF  
MADISON  
(1809-1817).

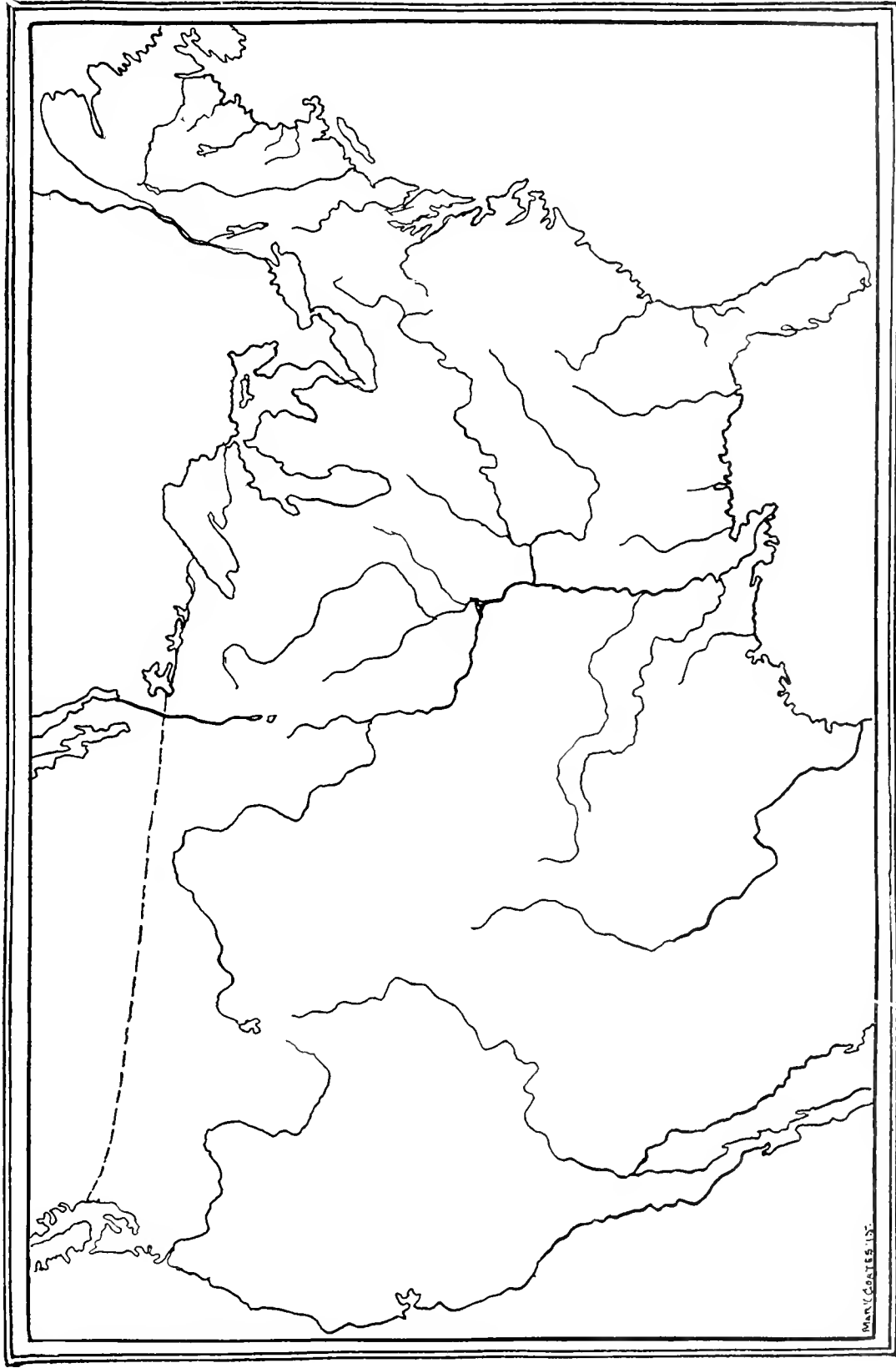
General  
Harrison.

Perry.

General  
Andrew  
Jackson.

ADMINIS-  
TRATION  
OF  
JAMES  
MONROE  
(1817-1825).

Chief  
Justice  
Marshall.



MAP SHOWING (1) THE FLORIDA PURCHASE, (2) THE LOUISIANA PURCHASE, (3) THE ADMISSION OF NEW STATES

# ESTABLISHMENT OF AN INTERNATIONAL STATUS

## B. AMERICAN HISTORY.

(E), I. The Nationalizing Process (1789-1840).

(II) The Establishment of an International Status (1801-1823).—Continued.

For 1, 2, 3, 4, and 5, see preceding pages.

6. The question of slavery extension before Congress.—Sectionalism begins to undermine nationalism.
  - (1) The growth and regulation of slavery to the Period of Confederation (1781). (See pp., 15, 20, 28, 42.)
    - i. Reasons for its growth in the South and its decrease in the North.
    - ii. The partial abolition of slavery in the New England and Middle colonies.
    - iii. Colonial laws regulating slavery.
  - (2) Slavery prohibited in the Northwest Territory (1787).—The first national act limiting the extension of slavery.
  - (3) Provisions in the Constitution relating to slaves and to the slave trade.
  - (4) Influence of the invention of the cotton gin on the increase of slavery (1793).
  - (5) The Act prohibiting the importation of slaves (1808).
  - (6) The abolition of slavery north of Mason and Dixon's Line prior to 1808.
  - (7) Slavery and the admission of Missouri.
    - i. Slavery in Missouri.
    - ii. Missouri's request for admission as a State.
    - iii. The Missouri Compromise (1820).
7. The development of a definite foreign policy (1819-1823).
  - (1) Readjustment with Great Britain,—the Treaty of 1818. (Former relations with Great Britain, pp. 46, 50.)
  - (2) The purchase of Florida (1819).—Danger of friction with Spain lessened.
    - i. Seizure of West Florida (1810-1812).
    - ii. Indian troubles in East Florida.
    - iii. The acquisition of Florida.
      - (i) Method and terms.
      - (ii) Territory included.
      - (iii) Results. (For territorial expansion, see pp. 41, 48.)
  - (3) The Monroe Doctrine (1823).
    - i. Occasion.
    - ii. Statement.
    - iii. Significance.

Eli  
Whitney.

Henry  
Clay.

## NOTES

## ESTABLISHMENT OF HOME INDUSTRIES

### B. AMERICAN HISTORY.

#### (E) The National Period (1789 to the Present).—

##### I. The Nationalizing Process (1789-1840).—Continued.

###### (I) Organization and Adjustment (1789-1801).—

###### (II) The Establishment of an International Status (1801-1823).—

#### (III) The Establishment of Home Industries (1823 to the Inauguration of Jackson, 1829).\*

1. National aspects of the promotion of home industries.
  - (1) National promotion of home industries by means of the protective tariff and national internal improvements.
  - (2) Sectional feeling intensified by the struggle for favors in national industrial legislation.
2. National internal improvements and the development of the West. (See pp. 36, 41, 46, 50.)
  - (1) Rapid development of the Trans-Alleghany region, caused by
    - i. The invention of the cotton gin (1793).
    - ii. The invention of the steamboat (1807).
    - iii. The defeat of the Indians at Tippecanoe (1811).
    - iv. The building of the Cumberland Road (1811-1838), and other internal improvements.
    - v. The War of 1812.
    - vi. The opening of the Erie Canal (1825).
    - vii. The opening of mines of coal, lead, etc.
  - (2) Admission of new States and their influence upon the Union (1803-1820): Ohio, Indiana, Louisiana, Mississippi, Illinois, Alabama, and Missouri. (See page 46.)
  - (3) National internal improvements during J. Q. Adams's administration (1825-1829).
3. The Election of 1824.
  - (1) Sectional candidates: J. Q. Adams, Jackson, Clay, and Crawford.
  - (2) New ways of nominating and campaigning.
  - (3) The election of Adams by the House of Representatives (1825). (See the Constitution, Art. XII.)
  - (4) Charges of corrupt bargaining.
4. Failure of the Panama Congress due largely to sectionalism (1826).
5. Georgia and the Creek Indians.—An assertion of States' rights.
6. Protective tariffs. (For the previous history of the tariff, see pp. 43, 50.)
  - (1) The Tariff of 1824: Occasion, provisions, sectional differences, results.
  - (2) The Tariff of 1828.—Tariff of Abominations: Occasion, provisions, Calhoun's *Exposition*, effects.
7. The Election of Jackson (1828).
  - (1) Political Parties: National Republicans and Democrats.
  - (2) Candidates: J. Q. Adams, Andrew Jackson.
  - (3) Issues: Personality of the candidates, national internal improvements, and protective tariff.
  - (4) Results: The triumph of Western Democracy.

Eli  
Whitney.

Robert  
Fulton.

ADMINIS-  
TRATION OF  
J. Q. ADAMS  
(1825-1829).

John C.  
Calhoun.

\***ASSIGNMENT:**—Cousins and Hill, Chap. XV, pp. 280-295; James and Sanford, Chap. XVIII, pp. 273-281, Chap. XIX, pp. 289-296; Adams and Trent, Chap. XVIII, pp. 257-262.

**AIM:**—To present the first important period in that industrial expansion and organization which forms so great a part of our present prosperity. The industrial possibilities of the West and the opportunities for the development of home manufactures were just beginning to excite a vital interest in the business world.

**PRESENTATION:**—Pupils may investigate such subjects as, Later Improvements of the Cotton gin, Improvement of the Steamboat, The Present Method of Campaigns and Nominations, National Internal Improvements of To-day, etc.

## NOTES



## NOTES

# SUPREMACY OF WESTERN DEMOCRACY

## B. AMERICAN HISTORY.

### (E). I. The Nationalizing Process (1789-1840).—Continued.

- (I) Organization and Adjustment (1789-1801).—
- (II) The Establishment of an International Status (1801-1823).
- (III) The Establishment of Home Industries (1823-1829).

### (IV) The Supremacy of Western Democracy (1829 to the Election of 1840).\*

#### 1. Characteristics of Western Democracy.

- (1) Its nationalism.
- (2) Its opposition to government by the educated aristocracy.
- (3) Its opposition to the presidential succession of Secretaries.
- (4) Its belief in individual freedom and initiative, as typified in President Jackson (1829-1837).
- (5) Its conception of the civil service.—The Spoils System.

#### 2. Nullification versus Nationalism.

- (1) The Tariff 1832. (See pp. 43, 50, 53.)
- (2) The Webster-Hayne Debate.
- (3) Hostility between Calhoun and Jackson.
- (4) Nullification by South Carolina (1832).
- (5) Jackson's attitude toward the nullification question.
- (6) The Compromise Tariff of 1833, and the repeal by South Carolina of the Nullification Ordinance.

#### 3. Financial controversies.

- (1) The question of rechartering the National Bank.
  - i. The past history of the National Bank. (See pp. 43, 50.)
  - ii. The development of state banks.
  - iii. Reasons for Jackson's opposition to the Bank.
  - iv. Efforts to recharter the National Bank.
    - (i) The President's veto of the rechartering act (1832).
    - (ii) The election of 1832.—The recharter question the principal campaign issue.
  - v. The failure of the National Bank.
    - (i) The removal of the deposits.
    - (ii) The Bank transformed into a State bank.
- (2) The Panic of 1837. (For Panic of 1819, see p. 50.)
  - i. The distribution of the surplus.
  - ii. The Specie Circular.
  - iii. The Panic.
- (3) The establishment of the first Independent Treasury (1840).

#### 4. Party development. (For the past history of party development, see pp. 42, 46, 48, 50, 53.)

- (1) The Democrat-Republican becomes Democrat (1828).
- (2) The National-Republicans are replaced by the Whigs (1832).
- (3) The Anti-Masonic Party (1832).
- (4) The Liberty Party (1836).

#### 5. General progress (1829-1840).

- (1) Material prosperity.—Railroads, large business organizations, labor organizations, and inventions.
- (2) Social and economic problems.
- (3) The extension of the suffrage.

ADMINISTRATION  
OF ANDREW  
JACKSON  
(1829-1837).

Daniel  
Webster.

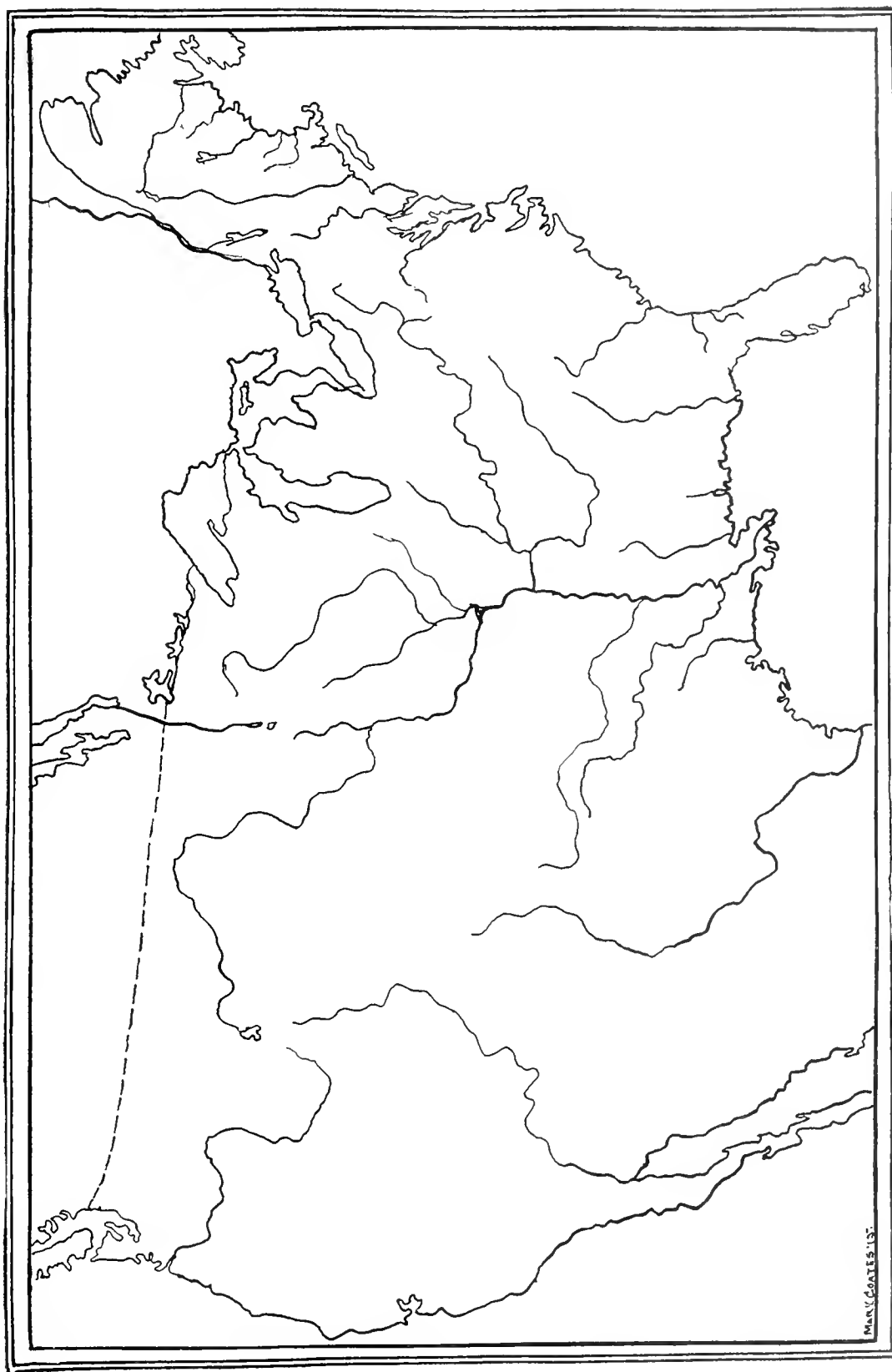
Hayne.

Henry  
Clay.

ADMINIS-  
TRATION  
OF  
MARTIN  
VAN BUREN  
(1837-1841)

**ASSIGNMENT:**—Consins and Hill, Chaps. XVI and XVII, pp. 297-320; James and Sanford, Chap. XX, pp. 297-318; Adams and Trent, Chaps. XX, XXI, and XXII, pp. 271-290.

**AIM:**—(1) To study the influence of Western personality, (2) To note the growing complexity of financial and economic conditions, (3) To study human motives and passions in the rise of sectionalism.



MAP SHOWING THE EXTENT OF THE UNITED STATES DURING JACKSON'S ADMINISTRATION

MARK COATES 137

# SUPREMACY OF WESTERN DEMOCRACY.

## B. AMERICAN HISTORY.

(E) The National Period (1789 to the Present).

I. The Nationalizing Process (1789-1840).

(IV) The Supremacy of Western Democracy (1819-1840).—Continued.

For 1, 2, 3, 4, and 5, see preceding pages.

6. Increase of slavery agitation and sectionalism (1820-1840).

(1) The two principal causes of sectionalism: slavery and the protective tariff.

(2) Abolition agitation. (For slavery, see pp. 15, 20, 28, 42, 52).

i. General humanitarian reforms (1820-1840).

ii. Abolition societies.

iii. Noted Abolitionists.

(i) Publishers: Lundy and Garrison.

(ii) Poets: Lowell, Longfellow, and Whittier.

(iii) Pulpit orators: Phillips and Parker.

iv. The Nat Turner Insurrection (1831).

v. Protests against the work of Abolitionists.

vi. The "Gag Resolution" (1836).

vii. The Liberty Party (1840).

Benjamin  
Lundy.

Wm. Lloyd  
Garrison.

Wendell  
Phillips.

## NOTES

## NOTES

# SLAVERY AND SECTIONALISM

## B. AMERICAN HISTORY.

### (E) The National Period (1789 to the Present).—Continued.

#### I. The Nationalizing Process (1789–1840).

#### II. Slavery Extension and the Growth of Sectional Feeling (1840 to the Election of 1860).\*

##### (I) The development of slavery and the slavery question to 1840.

(See pp. 15, 20, 28, 42, 52, 58.)

1. The growth of slavery as an institution (1619–1840).
2. The slave trade.—State and national restrictions thereon.
3. State abolition.
4. National laws limiting the extension of slavery.
  - (1) The Northwest Ordinance (1787). (See p. 41).
  - (2) The Missouri Compromise (1820). (See p. 52).
5. Agitation for general abolition.

##### (II) Territorial Expansion and the Extension of Slavery (1840 to the Election of 1848).

##### 1. The first Whig administration (1841–1845).

###### (1) The election of 1840.

- i. Political Parties: Whig, Democrat, and Liberty.
- ii. Candidates: Harrison and Tyler, Van Buren.
- iii. Issues.
- iv. Results.

###### (2) The death of President Harrison (1841).

###### (3) Tyler and the Whig leaders.

- i. Repeal of the Independent Treasury Act.
- ii. The failure to recharter the National Bank.
- iii. The resignation of the Cabinet, all but Webster.
- iv. The Tariff of 1842. (See pp. 43, 50, 53, 56).
- v. The Webster-Ashburton Treaty (1842). (For previous relations with Great Britain, see pp. 46, 50, 52).  
(For previous treaties relating to the Canadian boundary, see pp. 36, 50, 52).

##### 2. The Texas Annexation. (For territorial expansion, see pp. 41, 48, 52.)

###### (1) Anglo-Saxon settlements in Texas (1820–1836).

###### (2) The Texas Revolution and Independence (1836).

###### (3) The application of Texas for annexation.

- i. Arguments in favor of annexation.
- ii. Arguments against annexation.—Influence of the slavery question.

###### (4) The campaign of 1844.

- i. Political Parties: Whig, Democrat, Liberty.
- ii. Candidates: Henry Clay, James Knox Polk, Jas. G. Birney.
- iii. Issues: Annexation of Texas, acquisition of Oregon, tariff, Independent Treasury.
- iv. Results.
- v. The electric telegraph announces results.

###### (5) The annexation of Texas as a slave state (1845–6).

##### 3. The Oregon Question.

###### (1) Claims to Oregon: By Spain, England, Russia, and the United States.

###### (2) The surrender of Spain's claim (1819), and of Russia's (1825).

###### (3) The campaign of 1844.—“Fifty-Four Forty or Fight.”

###### (4) Settlement of the Oregon Question by the Treaty of 1846.

###### (5) Territorial organization of Oregon, slavery excluded (1849).

**ADMINISTRATION  
OF HARRISON  
AND TYLER  
(1841–1845).**

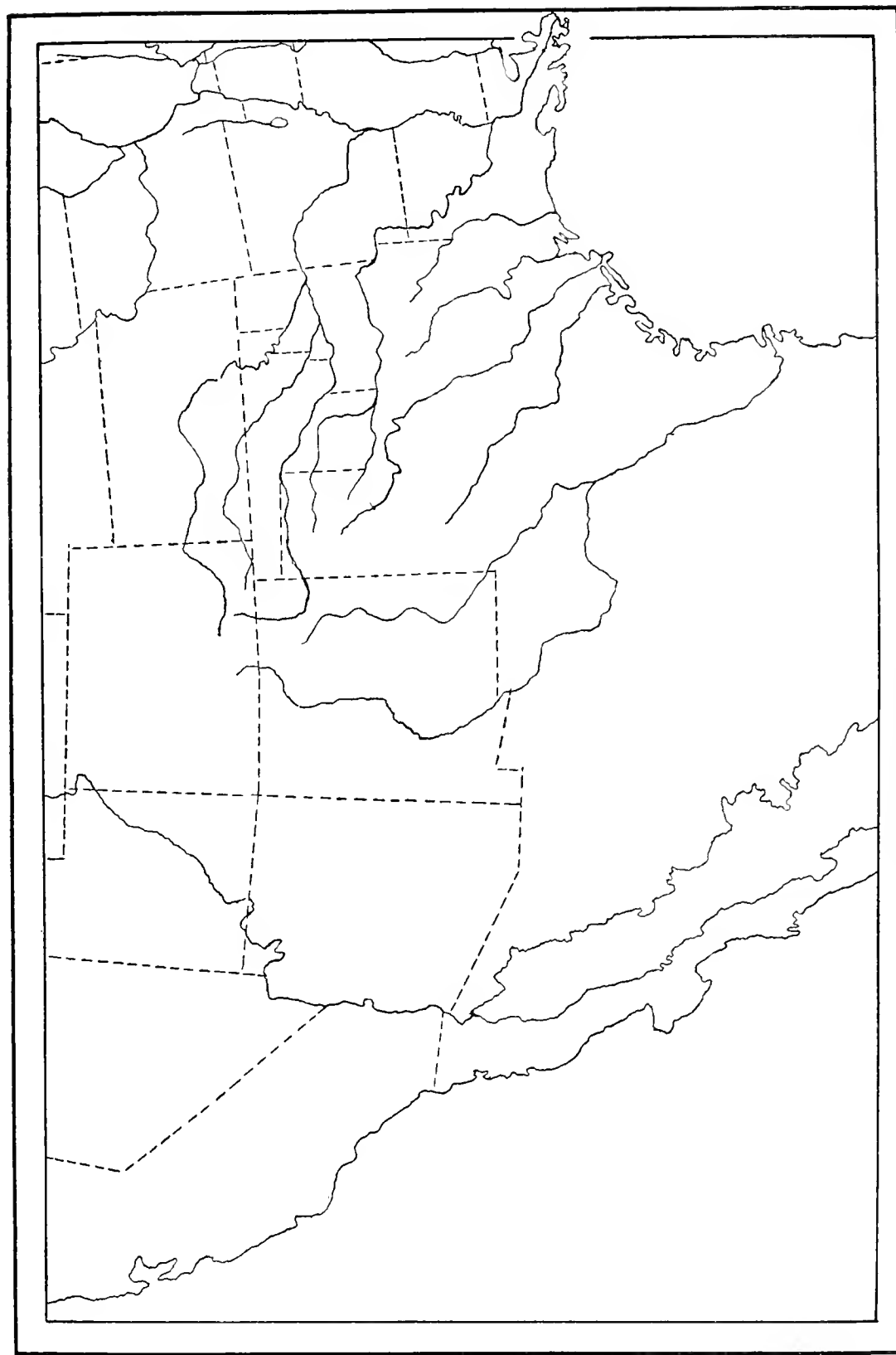
**Daniel  
Webster.**

**John C.  
Calhoun.**

**Samuel F. B.  
Morse.**

**ADMINIS-  
TRATION  
OF POLK  
(1845–1849).**

\***ASSIGNMENT:** Cousins and Hill, Chaps. XVIII and XIX, pp. 330–365; James and Sanford, Chaps. XX, XXI, and XXII, pp. 318–367; Adams and Trent, Chaps. XXII–XXVI, pp. 290–342.



THE ANNEXATION OF TEXAS (1845)

## SLAVERY AND SECTIONALISM

### B. AMERICAN HISTORY.

(E), II. Slavery Extension and the Growth of Sectional Feeling (1840-1860).

(I) The development of slavery and the slavery question to 1840.

(II) Territorial Expansion and the Extension of Slavery (1840-1848).—Continued.

For 1, 2, and 3, see preceding page.

4. The War with Mexico and the acquisition of the First Mexican Cession (1846-1848).

(1) Causes of the War.

(2) The declaration of war (1846).

(3) Military operations.

i. The southward invasion: Palo Alto, Resaca de la Palma, Buena Vista, and Monterey.

ii. The westward invasion: Vera Cruz, Cerro Gordo, and Mexico City.

iii. The conquest of New Mexico and of California.

(4) The Treaty of Guadalupe-Hidalgo (1848).—Acquisition of the First Mexican Cession.

5. The Tariff and the Independent Treasury (1846).

6. The Gadsden Purchase (1853). (See pp. 41, 48, 52, 60.)

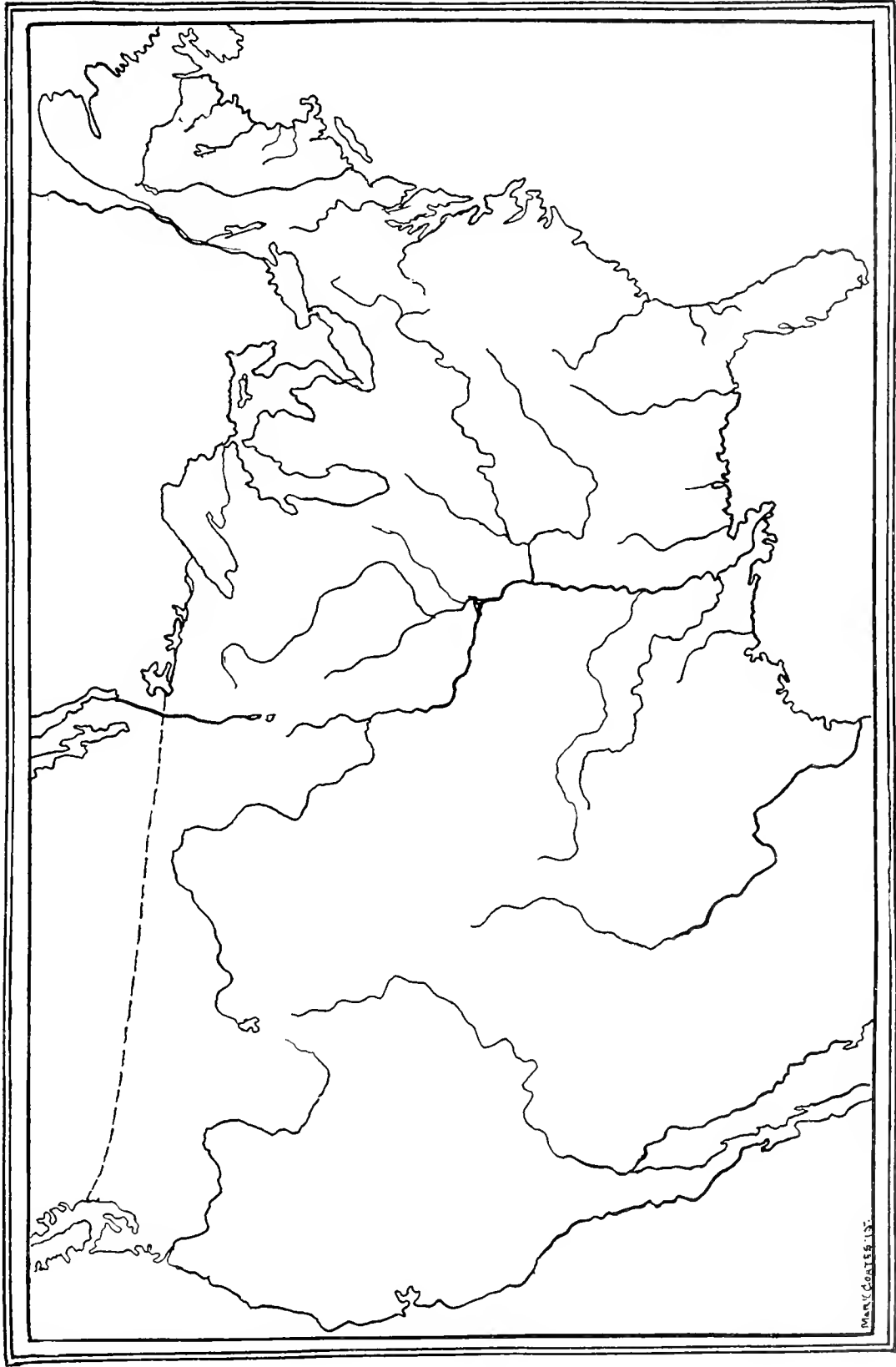
General  
Zachary  
Taylor.

General  
Scott.

Fremont  
and  
Kearney.

## NOTES

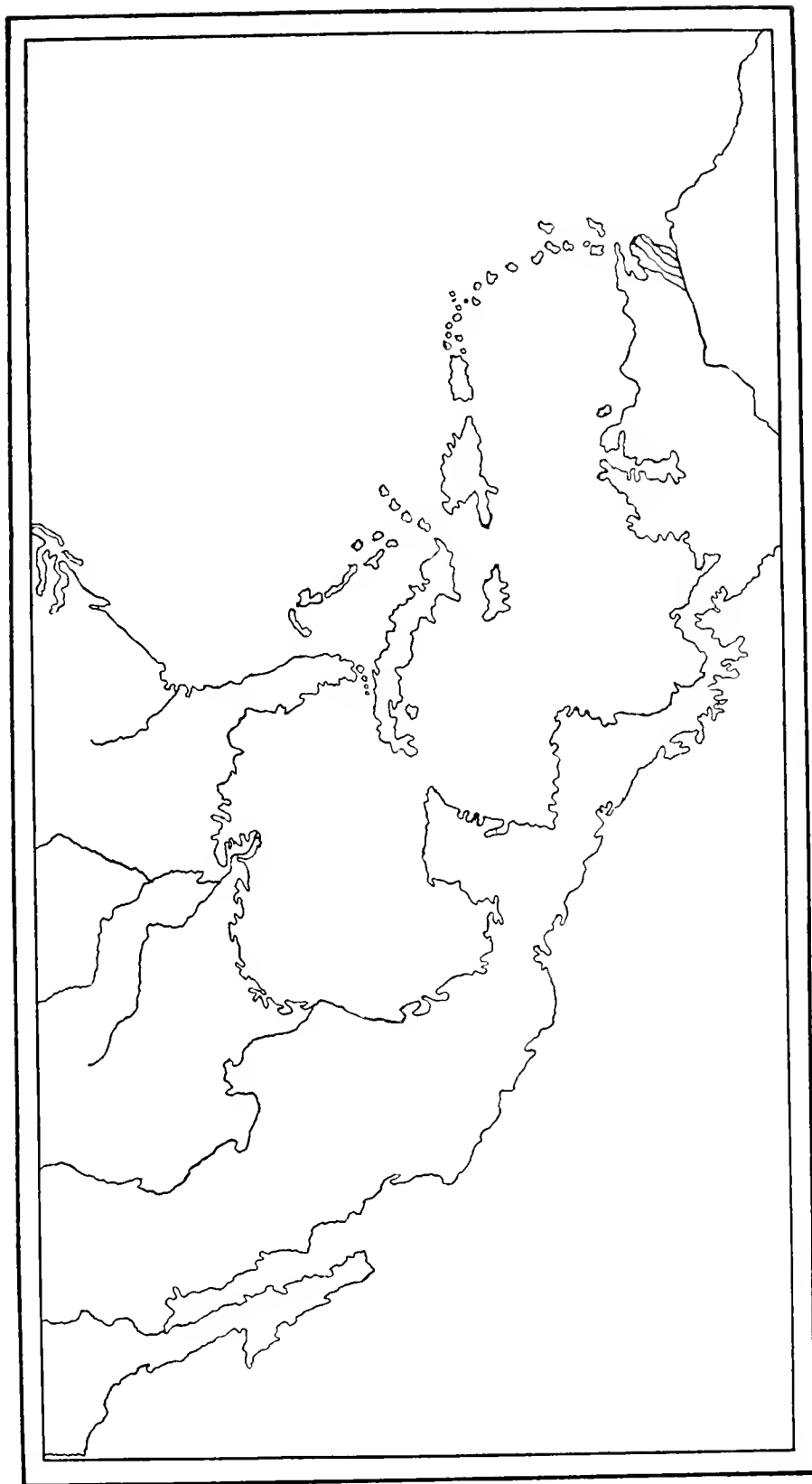




THE ACQUISITION OF OREGON (1846)

MAP BY G. A. COATES, 1927

## NOTES



THE MEXICAN WAR (1846-48)

## SLAVERY AND SECTIONALISM

### B. AMERICAN HISTORY.

#### (E) The National Period (1789 to the Present).

##### I. The Nationalizing Process (1789-1840).

##### II. Slavery Extension and the Growth of Sectional Feeling (1840-1860).

###### (I) The development of slavery and the slavery question to 1840.

###### (II) Territorial Expansion and Extension of Slavery (1840-1848)

##### (III) Slavery and Sectionalism.—The Squatter Sovereignty solution (1848-1860).\*

(See pp. 15, 20, 28, 42, 52, 58, 60).

###### 1. The Election of 1848.

(1) Political Parties: Whig, Democrat, and Free-soil.

(2) Candidates: General Taylor, Lewis Cass, Martin Van Buren.

(3) Issues.

(4) Results.

###### 2. The question of slavery in the First Mexican Cession.

(1) How the question of slave territory had already been apparently settled in all other parts of the United States.

i. Slavery extension in new territory: Northwest Ordinance, Missouri Compromise, Texas Annexation Treaty, Oregon territorial act.

ii. Admission of equal number of free and slave states.

###### (2) Solutions mentioned for the case of the First Mexican Cession.

i. To extend the Missouri Compromise line.

ii. To declare it all free.—The Wilmot Proviso (1846).

iii. To open it all to slavery.

iv. To apply the principle of "squatter sovereignty."

###### (3) The question of admitting California.

i. The settlement of California.

(i) Gold discovery and the gold rush (1848-9).

(ii) The Clayton-Bulwer Treaty (1850).

ii. Organization of government in California.

iii. Application for admission into the Union as a Free State (1849).

iv. The admission of California by Congress.

(i) Debate on Clay's Resolutions.

(ii) The Compromise of 1850.

###### 3. Sectional feeling, temporarily abated by the Compromise of 1850, again aroused by:

(1) Troubles over fugitive slaves, and

(2) The publication of *Uncle Tom's Cabin*.

###### 4. The Election of 1852.

(1) Political Parties: Whig, Democrat, Free-soil or Free-Democrat.

(2) Candidates: General Scott, Franklin Pierce, John P. Hale.

(3) Issues.

(4) Results.

ADMINIS-  
TRATION OF  
TAYLOR AND  
FILLMORE  
(1849-1853).

Secretary  
John M.  
Clayton.

Henry  
Clay.

Harriet  
Beecher  
Stowe.

\***ASSIGNMENT:**—Cousins and Hill, Chaps. XVIII and XIX, pp. 345-365; James and Sanford, Chaps. XXI and XXII, pp. 333-367; Adams and Trent, Chaps. XXIV-XXVI, pp. 305-342.

**AIM:**—To note the great progress of the country despite the growth of sectional feeling. Perhaps a movement during this period of even greater significance than the slavery question was the rapid populating and development of the West. Within three years after its acquisition by the United States, California had increased in population from about ten thousand to ninety thousand, three-fourths of whom were from the United States. "No such exodus," says Sparks in *The Expansion of the American People*, "had taken place within recorded history." "The race for Kansas and Nebraska," says the same author, "had populated the plains with a rapidity second only to that of California. Improvements advanced with civilization." The telegraph, the railroad, and improved agricultural implements were soon extended throughout the West.

## SLAVERY AND SECTIONALISM

### B. AMERICAN HISTORY.

(E), II, (III) Slavery and Sectionalism.—The Squatter Sovereignty solution (1848–1860).—Continued.

For 1, 2, 3, and 4, see preceding page.

ADMINIS-  
TRATION OF  
FRANKLIN  
PIERCE  
(1853–1857).

Stephen A.  
Douglas.

5. The Kansas-Nebraska question.
  - (1) The Kansas-Nebraska Act (1854).
    - i. The new statesmen.
    - ii. The Nebraska Bill, introduced by Douglas.
    - iii. Provisions of the Kansas-Nebraska Bill.
    - iv. Discussion and passage of the Bill.
  - (2) The contest for Kansas (1854–1861).
    - i. Efforts to settle Kansas.
      - (i) By the anti-slavery people.—The New England Emigrant Aid Company.
      - (ii) By the pro-slavery people.—Missouri societies.
    - ii. The beginning of the political contest for Kansas as a free or a slave State.
      - (i) The election of a pro-slavery legislature (1854).—“Border Ruffians.”
      - (ii) The anti-slavery convention at Topeka (1855).
        - a. Petition for admission as a free State.—Attack on Senator Sumner.
        - b. Election of an anti-slavery legislature and other elective officers.
    - iii. Civil war in Kansas.—The dispersion of the Topeka legislature.
    - iv. The political contest continued.
      - (i) The Lecompton Convention and the Lecompton pro-slavery Constitution (1857).
      - (ii) The anti-slavery legislature of 1857.
      - (iii) Wrangling in Congress over the Kansas question.
      - (iv) The admission of Kansas as a free State (1861).
6. The Election of 1856.—The rise of the Republican Party.
  - (1) Political Parties: Democrat, Republican, Know-Nothing.
  - (2) Candidates: James Buchanan, Fremont, Fillmore.
  - (3) Issues.
  - (4) Results.
7. Annexation of Cuba under discussion.—The Ostend Manifesto (1854).
8. Financial affairs.
  - (1) The Tariff of 1857. (For other tariff acts, see pp. 43, 50, 53, 56, 60, 62. Note the growth of sectional feeling because of the tariff question.)
  - (2) The panic of 1857. (For other panics, see pp. 50, 56).
9. The Dred Scott Case (1857).
10. The Lincoln-Douglas Debates (1858).
11. The Harper’s Ferry Insurrection
12. The Election of 1860.
  - (1) Parties: Northern and Southern Democrat, Republican, Constitutional Union.
  - (2) Candidates: Douglas, Breckinridge, Lincoln, and Bell.
  - (3) Issues.
  - (4) Results.

ADMINIS-  
TRATION OF  
JAMES  
BUCHANAN  
(1857–1861).

## NOTES

## SECESSION AND CIVIL WAR

### B. AMERICAN HISTORY.

#### (E) The National Period (1789 to the Present).

##### I. The Nationalizing Process (1789-1840).

##### II. Slavery Extension and the Growth of Sectional Feeling (1840-1860).

#### III. Division and Reunion (1860 to the election of Hayes, 1876).

##### (I) The Secession movement (1860 to the Fall of Fort Sumter, 1861).\*

###### 1. The secession of South Carolina and six other states.

###### (1) Occasion for secession: the election of Lincoln.

###### (2) The right of secession.

###### i. History of the doctrine of nullification and of secession (1787-1860).

###### ii. Arguments for and against secession.

###### (3) How the States seceded.

###### (4) Commissioners from South Carolina to the Federal Government.

###### (5) The failure of compromise.—The Crittenden Compromise.

###### (6) Buchanan's attitude toward secession.

###### 2. The formation of the Southern Confederacy (1861).

###### (1) The Montgomery Convention.

###### (2) The Confederate Constitution.—Provisions differing from those of the Federal Constitution:

###### i. In regard to the term of President and Vice-President.

###### ii. In regard to slavery and the slave trade.

###### iii. In regard to secession.

###### iv. In regard to tariff and internal improvements.

###### (3) Confederate commissioners to the Federal Government.

###### (4) Election of officers for the Confederacy.

###### 3. The Inauguration of Lincoln (1861).

###### (1) His Inaugural Address.

###### (2) His Cabinet.

##### (II) The Civil War (1861 to Lee's surrender, April 9, 1865).\*

###### 1. Occasion for the War: The Fort Sumter Affair.

###### (1) Attempts of the Federal Government to relieve Fort Sumter.

###### (2) The bombardment and capture of Fort Sumter (April 12-13, 1861).

###### (3) Effects of the firing on Fort Sumter:

###### i. Preparations for war by North and South.

###### ii. The secession of four other States: Virginia, Tennessee, Arkansas, and North Carolina.

###### 2. The preliminary engagement: The Battle of Bull Run.—First attempt to reach Richmond.

###### (1) Description of the Battle.

###### (2) Its effects:

###### i. On the North.

###### ii. On the South.

Jefferson  
Davis.

ADMINIS-  
TRATION OF  
ABRAHAM  
LINCOLN  
(1861-1865).

\***ASSIGNMENT:**—Cousins and Hill, Chaps. XIX, XX, XXI, XXII, and XXIII, pp. 366-445; James and Sanford, Chaps. XXIII and XXIV, pp. 368-414; Adams and Trent, Chaps. XXVI, XXVII, and XXVIII, pp. 342-445.

**AIM:**—To view the secession movement as a natural consequence of important differences in the past development of the North and the South; to present a picture of American courage, endurance, and ingenuity; to note the suffering that may be occasioned by human differences and misunderstandings; to estimate properly the transformation in national life caused by the War.

**PRESENTATION:**—The study of this period should be undertaken not with the desire to justify this or that side, but mainly to the end that the life of American citizenship and the duties of an American citizen may be better understood. Maps should be used freely.

# CIVIL WAR

## AMERICAN HISTORY.

(E), III. Division and Reunion (1860-1876).

(II) The Civil War (1861-1865).—Continued.

For 1 and 2, see page 69.

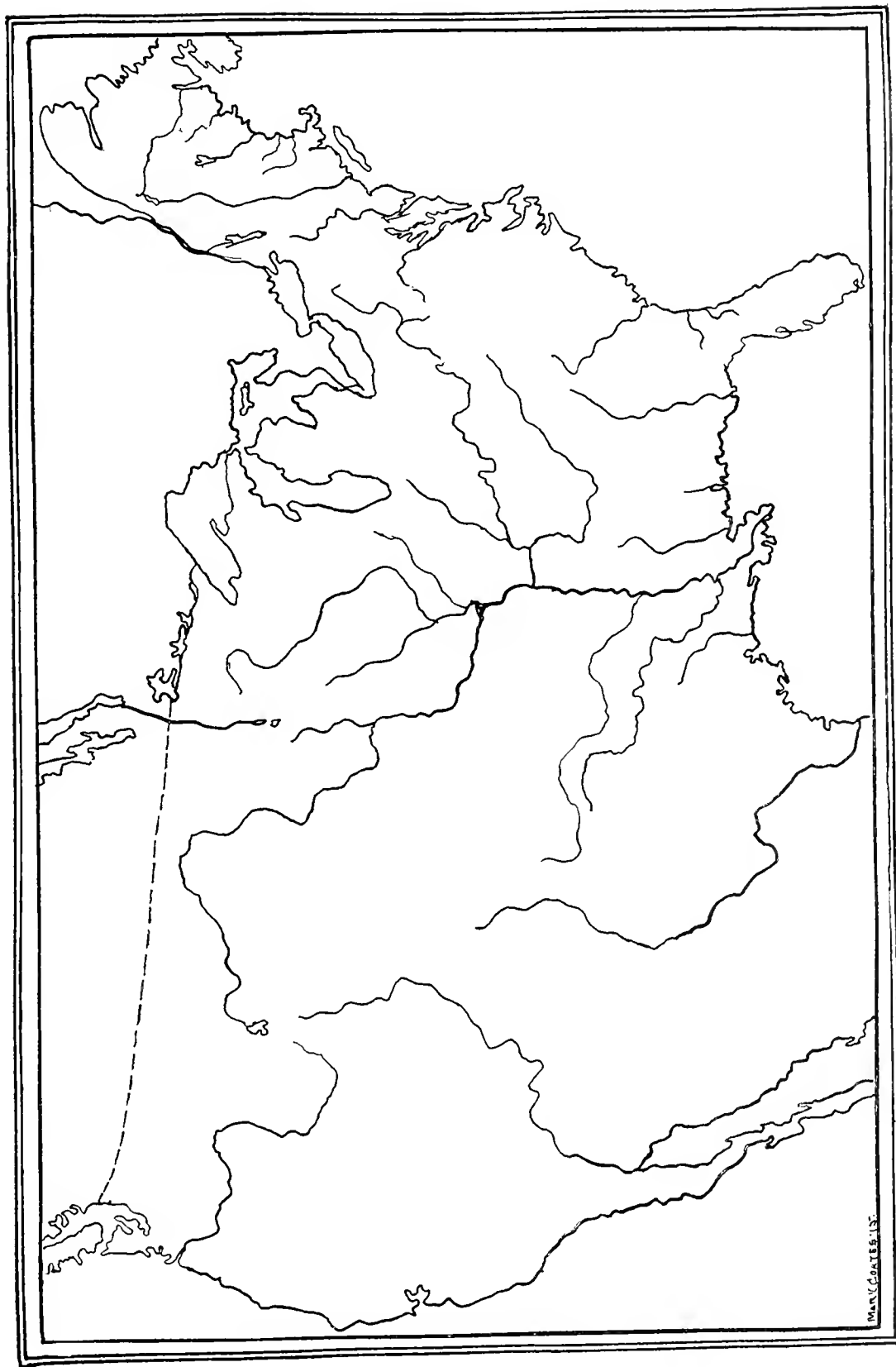
3. Comparison of the North and South.
  - (1) Population and wealth.
  - (2) Character of the people.
  - (3) Industries.
  - (4) Commerce and navy.
  - (5) Government.
  - (6) Physical geography as a factor in military operations.
4. The South's hope of success.
  - (1) Efforts to win the Border States.
  - (2) Efforts to secure foreign recognition.
    - i. Recognition of the South as a belligerent by foreign nations.
    - ii. The Trent Affair (1861).
5. The Strategy of the War.
  - (1) The four strategic aims of the North.
    - i. The blockade of the Southern ports.
    - ii. To capture Richmond, and thereby to gain Virginia.
    - iii. To gain control of the Mississippi River.
    - iv. To crush the Confederate center by a movement directed toward Chattanooga and Atlanta.
  - (2) The blockade of the Southern coast.
    - i. Lincoln's blockade proclamation.
    - ii. Condition of the United States navy.
    - iii. Condition of the Confederate navy.
    - iv. The Trent Affair.
    - v. Blockade of the Gulf ports.
    - vi. Blockade of the Atlantic coast: Hatteras Island, Roanoke Island, New Berne, Port Royal, Fort Pulaski.
    - vii. Effects of the blockade.
  - (3) The war in the West: the opening of the Mississippi and the center movement toward Chattanooga.
    - i. The border line-up of the opposing forces.
      - (i) Confederate defenses at Columbus, New Madrid, and Island No. 10 on the Mississippi, Forts Henry and Donelson, and Bowling Green.
      - (ii) Federals stationed at St. Louis, Cairo, and Paducah.
    - ii. The capture of Forts Henry and Donelson (1862).
    - iii. Confederate evacuation of Columbus and Bowling Green.
    - iv. Federal capture of New Madrid and Island No. 10.
    - v. Federal advance up the Tennessee River and the Battle of Shiloh (April, 1862).
    - vi. Confederate evacuation of Nashville.
    - vii. Federal capture of Corinth.
    - viii. Evacuation of Memphis by the Confederates.
    - ix. The capture of New Orleans by the Federals under Farragut (April, 1862).
    - x. Value to the Confederates of the part of the Mississippi still held between Port Hudson and Vicksburg.
    - xi. Fighting in New Mexico, Missouri, and Arkansas.
    - xii. Military government in Tennessee.—Andrew Johnson appointed Governor.

U. S. Grant.

General  
Albert S.  
Johnston.

Commodore  
Farragut.





THE SECEDING STATES

# CIVIL WAR

## B. AMERICAN HISTORY.

(E), III. Division and Reunion (1860-1876).

(II) The Civil War (1861-1865).

### 5. The Strategy of the War.—Continued.

For (1), (2), and i-xii of (3), see preceding page.

- xiii. The Vicksburg campaign.
  - (i) Grant's advance on Vicksburg.
  - (ii) The siege of Vicksburg.
  - (iii) The surrender of Vicksburg (July 4, 1863), and of Port Hudson (July 8).—The work of opening the Mississippi completed.
  - (iv) Effects of the fall of Vicksburg on the South.
- xiv. Martial law in Louisiana.
- xv. Union operations directed against Texas: Galveston, Sabine Pass, and the Red River.
- xvi. The South on the offensive.
  - (i) Battles of Iuka and Corinth.
  - (ii) Bragg's Kentucky campaign.
  - (iii) Morgan's and Forrest's raids.
  - (iv) Battle of Murfreesboro (December, 1863).
- xvii. The Chattanooga campaign.
  - (i) The strategic importance of Chattanooga.
  - (ii) Evacuation of Chattanooga by Bragg.
  - (iii) The Battle of Chickamauga (Sept., 1863).
  - (iv) Siege of Chattanooga by the Confederates.
  - (v) Battles of Lookout Mountain and Missionary Ridge (November, 1863).—The Federals, now in complete possession of Chattanooga, have about accomplished their aims in the West.

George B. McClellan.

### (4) The war in the East.—Union operations against Richmond and Confederate invasion of the North.

Stonewall Jackson.

- i. McClellan's Peninsular Campaign (1862).—The second attempt against Richmond. (See p. 69).
- ii. The *Monitor* and the *Merrimac*.
- iii. Jackson's Shenandoah campaign.
- iv. The Second Battle of Bull Run, or Manassas (Aug., 1862).—The third attempt against Richmond.—Pope against Lee.

Robert E. Lee.

- v. Lee's invasion of Maryland.—Battle of Antietam or Sharpsburg (Sept., 1862).
  - (i) Reasons for Lee's invasion.
  - (ii) His defeat at Sharpsburg.
  - (iii) Lincoln's Proclamation of Emancipation (Sept. 22, 1862).
    - a. Steps leading to the Proclamation.
    - b. Content of the Proclamation.
    - c. Effects of the Proclamation.

General Meade.

- vi. Battle of Fredericksburg (Dec., 1862).—The fourth attempt against Richmond.—Burnside against Lee.
- vii. Battle of Chancellorsville (May, 1863).—The fifth attempt against Richmond.—Hooker against Lee.
- viii. Lee's second invasion of the North.—Battle of Gettysburg (July 1-3, 1863).—Meade against Lee.
  - (i) Reasons for Lee's invasion.
  - (ii) His defeat at Gettysburg.
  - (iii) Lee's retreat, with Meade following: Hagerstown, Bristoe, Mine Run.
  - (iv) Effects upon the South.



THE WAR IN THE WEST

## NOTES



THE WAR IN THE EAST

# CIVIL WAR

## B. AMERICAN HISTORY.

(E), III, (II), 5. The Strategy of the War.—Continued.

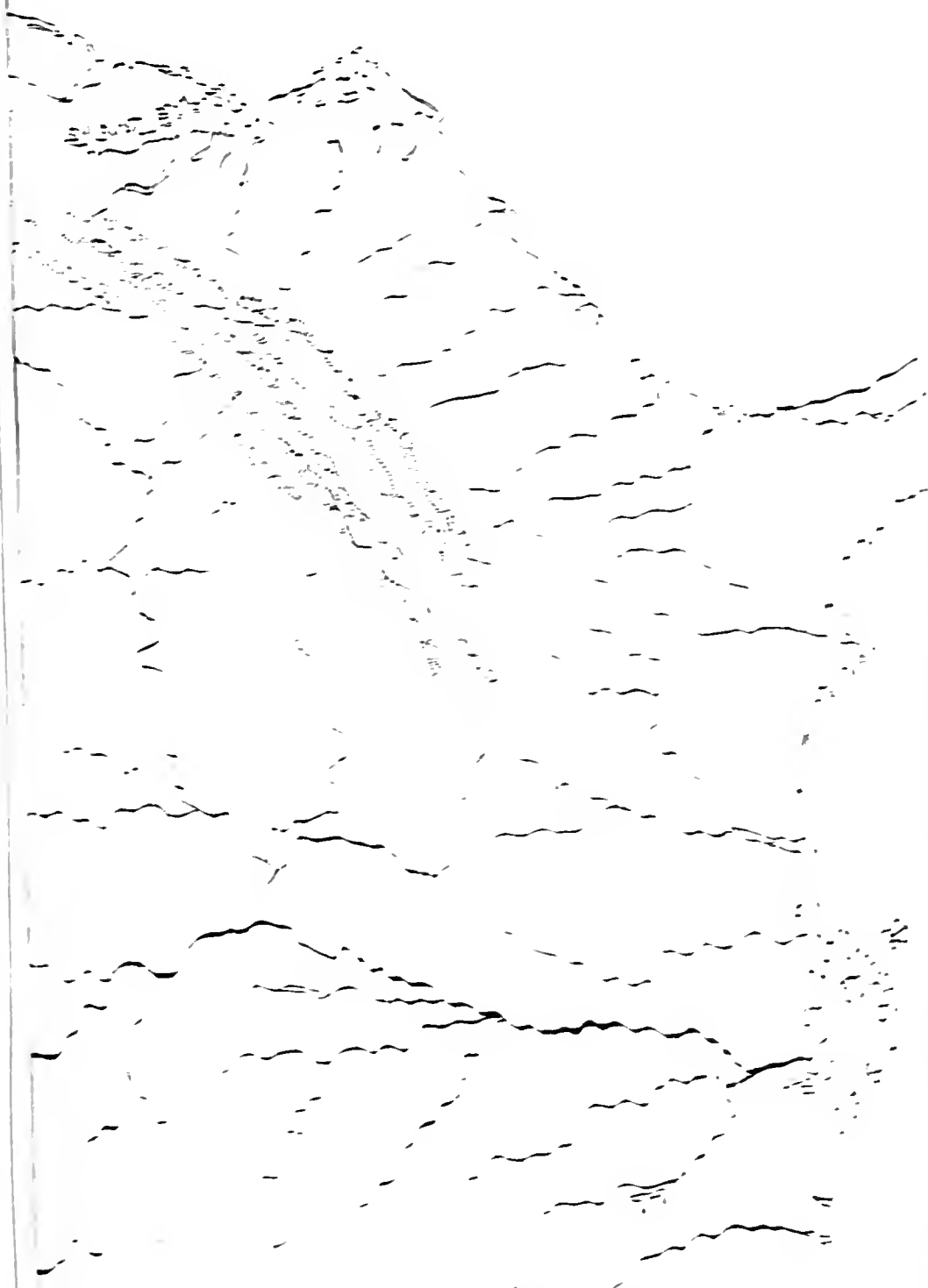
### (4) The war in the East.

For i-viii, see page 72.

General  
U. S. Grant.

General  
Sherman.

- ix. Combined operations against Richmond.—Sixth attempt.
  - (i) Grant made Commander-in-chief.—His plan.
  - (ii) Butler's advance.—"Bottled up."
  - (iii) Grant's advance: Battle of the Wilderness, Battle of Spotsylvania, Battle of Cold Harbor, failure to take Petersburg.
  - (iv) Sherman's campaign.
    - a. Fighting his way from Chattanooga to Atlanta.
    - b. Atlanta abandoned by the Confederates and burned by the Federals.
    - c. "The March to the Sea."
    - d. Savannah captured (Dec., 1864).
    - e. Hood's campaign and defeat at Nashville (Dec., 1864).
    - f. Sherman's march northward to Raleigh, N. C.—Columbia burned.
  - (v) The Shenandoah Valley campaign.—Early and Sheridan.
  - (vi) The Hampton Roads Conference.
  - (vii) Lincoln's second inauguration.
  - (viii) The fall of the Confederacy.
    - a. Sheridan joins Grant.
    - b. Fall of Richmond (April 2-3, 1865).
    - c. Lee's surrender at Appomattox (April 9, 1865).
    - d. Johnston's surrender to Sherman (April 26).
- 6. Finances of the War. (For finances, see pp. 33, 36, 41, 43, 50, 56).
  - (1) Union finances.
    - i. The tariff raised. (For tariffs, see pp. 43, 50, 53, 56, 60, 62, 67).
    - ii. Money borrowed on U. S. bonds at from 6% to 7.3% interest.
    - iii. Direct tax of \$20,000,000.
    - iv. Income tax on incomes above \$800.
    - v. Excise increased.
    - vi. Treasury notes issued.
    - vii. The National Banking Act of 1863.
  - (2) Confederate finances.
    - i. Money borrowed on bonds.
    - ii. Paper money issued.
    - iii. Taxes.
- 7. Politics during the War.
  - (1) Opposition to Lincoln in the North.
  - (2) The Election of 1864.
- 8. The death of Lincoln; Johnson President (April 14, 1865).



## NOTES





THE CIVIL WAR

# RECONSTRUCTION

## B. AMERICAN HISTORY.

(E) The National Period (1789 to the Present).

III. Division and Reunion (1860-1876).—Continued.

(I) The Secession movement (1860-1861).

(II) The Civil War (1861-1865).

(III) Reconstruction (1865 to the Election of Hayes, 1876).\*

1. The problems of reconstruction,—some to be solved by the United States government and some by the South.

(1) Political:

i. How should the South be restored to its proper political relationship to the Union?

ii. How should the local and State governments of the South be reconstructed?

(2) Industrial: How should the South be raised from its industrial chaos and ruin?

(3) Social:

i. What was the proper social position of the Freedmen?

ii. How should the former Southern aristocrats become adjusted to the new conditions?

(4) Financial:

i. What should be done about the war tariff?

ii. What should be done about the debts of the Union and of the Confederacy?

iii. What should be done about the legal tender notes?

(5) International: What should England do about the destruction caused by the *Alabama*?

2. Political reconstruction.

(1) Lincoln's plan.—His amnesty proclamation.—The Thirteenth Amendment (Jan.-Dec., 1865).

(2) Johnson's plan.—His amnesty proclamation.

(3) Congressional reconstruction.—Hostility of Congress toward President Johnson.

i. Leaders in Congress.

ii. Radical views of Congress on reconstruction.—One inciting cause: the vagrancy laws, or "Black Codes" of the South.

iii. Controversy between the President and Congress over the question of authority in reconstruction.

iv. The Freedmen's Bureau Bill, vetoed.

v. The Civil Rights Act, vetoed but passed (1866).

vi. The Fourteenth Amendment proposed (1866).

vii. The Military Reconstruction Act (1867).—Resulted in gross misrule of the South.

viii. The Tenure of Office Act (1867), and the impeachment of President Johnson.

ix. The Fifteenth Amendment (1869-1870).

(4) The Election of 1868.

i. Political Parties: Democrat and Republican.

ii. Candidates: Horatio Seymour and U. S. Grant.

iii. Issues.

iv. Results.

ADMINIS-  
TRATION OF  
ANDREW  
JOHNSON  
(1865-1869).

\*ASSIGNMENT:—Cousins and Hill, Chaps. XXIV and XXV, pp. 446-470; James and Sanford, Chaps. XXV, XXVI, and XXVII, pp. 415-456; Adams and Trent, Chaps. XXXII, XXXIII, pp. 446-472.

AIM:—To understand the various opinions and ideals of men in the face of great tasks, to discover their limitations, to note how new foundations were laid for future progress, and to discover the principles by which errors like those then committed might be avoided.

# RECONSTRUCTION

## B. AMERICAN HISTORY.

(E), III, (III) Reconstruction (1865-1876).—Continued.

1. The problems of reconstruction.
2. Political reconstruction.

For (1), (2), (3), and (4), see preceding page.

ADMINIS-  
TRATION OF  
U. S. GRANT  
(1869-1877).

Horace  
Greeley.

Secretary  
Seward.

Cyrus W.  
Field.

(5) Struggle for home rule in the South.

- i. The character of Grant.
  - ii. The North's distrust of Southern purposes.—The Loyal League.
  - iii. The Ku Klux Klan and other organizations.
  - iv. Social disorder under "carpet-bag" government.
  - v. The Enforcement Acts (1870).
  - vi. The growth of a more liberal attitude toward the South.
    - (i) The Election of 1872: Democrats, Radical Republicans, Liberal Republicans.
    - (ii) The Election of 1876: Contested election.—The Electoral Commission.—Greenback Party.
  - vii. The gradual overthrow of "carpet-bag" rule in the South.
  - viii. The withdrawal of the Federal troops from the South (1877).—The triumph of reason.
3. Foreign relations during the period of Reconstruction.
- (1) The question of the French in Mexico.—An assertion of the Monroe Doctrine (1867). (See p. 52.)
  - (2) The *Alabama* claims and the Treaty of Washington (1871).
  - (3) The Purchase of Alaska (1867). (For previous acquisitions of territory, see pp. 41, 48, 52, 60, 62.)
  - (4) Treaties made with Austria, the German States, Belgium, France, Great Britain, and China.
4. Financial reconstruction (1865-1876). (For finances of the Civil War, see p. 76).
- (1) Reduction of the internal taxes and some duties, and the retention of the protective tariff of about 47%.
  - (2) The debts.
    - i. Confederate debts made null and void by the Fourteenth Amendment (1867).
    - ii. The national debts partly paid off, partly refunded, and all, according to a resolution of Congress (1869), were to be paid in gold.
  - (3) The legal tender notes.
    - i. The redemption of a part of them before 1868.
    - ii. Law of Congress prohibiting the further redemption of them (1868).—Arguments for and against redemption.
    - iii. The Panic of 1873. (See pp. 43, 50, 56, 67).
    - iv. The Inflation Bill (1874).
    - v. The Resumption Act (1875).
5. Industrial progress (1865-1876).
- (1) Inventions.
  - (2) The growth of the central West, aided by:
    - i. The Homestead Act (1862), and
    - ii. The Pacific or transcontinental railways (1869—).
  - (3) The Centennial Exposition (1876).

## NOTES



THE PURCHASE OF ALASKA (1867)

# NEW SOCIAL, INDUSTRIAL, POLITICAL, AND FINANCIAL PROBLEMS

## B. AMERICAN HISTORY. (1492 to the Present).

### (E) The National Period (1789 to the Present)—Continued.

#### I. The Nationalizing Process (1789-1840).

#### II. Slavery Extension and the Growth of Sectional Feeling (1840-1860).

#### III. Division and Reunion (1860-1876).

#### IV. Development of a Restored Union (1876 to the Present).

##### (1) New Social, Industrial, Political, and Financial Problems (1876-1897).\*

##### 1. Conditions of the country in 1876.

(1) In the South.

(2) In the West.

(3) In the North and East.

##### 2. Currency problems.—The fight for "Free Silver."

(1) The currency to 1873.

i. Free coinage of gold and silver.

ii. Decrease of silver after 1835 and increase of gold after 1849.

iii. The issue of state bank notes. (See the causes of the panics of 1819, 1837, and 1857.)

iv. The issue of U. S. Treasury Notes and of U. S. bank notes (1861-1873).

(2) The Demonetization Act (1873).—The "Crime of '73."

(3) The demand for more currency, as manifested in the platform of the Greenback Party (1876), in the introduction of the Inflation Bill (1874), and, later, in the demand for free silver.

(4) The discovery of silver in Colorado and other parts of the West.

(5) The Bland-Allison Act (1878).

(6) The Sherman Silver Act (1890).

i. Increase in amount and decrease in price of silver.

ii. Demand of the West for free coinage of silver.

iii. Provisions of the Sherman Act.

iv. Results: Panic of 1893.

(7) The repeal of the Sherman Silver Act (1893).

(8) The Election of 1896.—Silver question main issue.

(9) The Gold Standard Act (1900).

##### 3. Civil Service Reform.

(1) The Election of 1880.

i. Parties: Democrat, Republican.

ii. Candidates: W. S. Hancock, Garfield and Arthur.

iii. Issues.

iv. Results.

(2) Dissensions in the Republican Party, and Garfield's appointments.

(3) The assassination of Garfield, the occasion for civil service reform (1881).

(4) The civil service prior to 1880.

i. Appointments usually according to merit before 1820.

ii. The abuse of the civil service under the "Spoils System" (1820-1860).

iii. Efforts of Grant and Hayes to purify the civil service (1860-1880).—The Civil Service Commission of 1871.

ADMINIS-  
TRATION OF  
RUTHERFORD B.  
HAYES  
(1877-1881).

ADMINIS-  
TRATION OF  
GARFIELD AND  
ARTHUR  
(1881-1885).

\***ASSIGNMENT:**—Cousins and Hill, Chaps. XXVI, XXVII, XXVIII, and XXIX, pp. 471-530; James and Sanford, Chaps. XXVII, XXVIII, XXIX, pp. 455-490; Adams and Trent, Chaps. XXXIV-XXXVII, pp. 473-513.

**AIM:**—To understand the logical development of the principal movements since 1876, and by means of this knowledge to determine what present-day problems and events are essentially new and what ones are but links in the chains of old movements.

**PRESENTATION:**—The pupil should study the progress of history from decade to decade, but he should not fail to get the story of each important movement.

# NEW SOCIAL, INDUSTRIAL, POLITICAL, AND FINANCIAL PROBLEMS

## B. AMERICAN HISTORY.

(E) The National Period (1789 to the Present).

IV. Development of a Restored Union (1876 to the Present).

(I) New Social, Industrial, Political, and Financial Problems (1876-1897).—Continued.

For 1 and 2, and (1)-(4) of 3, see preceding page.

William  
Curtis.

- (5) The Civil Service League (1880).
- (6) Civil service reform a platform demand (1880).
- (7) The Pendleton Civil Service Reform Act (1881).
- (8) Civil service reform an issue in the campaign of 1884.
- (9) Later extension of the merit system by Presidents Cleveland, Roosevelt, and Taft.

4. The Election of 1884.—Efforts to reform the Republican Party.—Transition to greater liberalism of thought and to a broader popular government.

James G.  
Blaine.

- (1) Political Parties:
  - i. Republican.—The “Mugwumps.”
  - ii. Democrat.
- (2) Candidates:
  - i. James G. Blaine.—His training and character.
  - ii. Grover Cleveland.—His character and fitness for the Presidency.

(3) Issues: Prominence of the tariff question, and the disappearance of war and reconstruction issues.

(4) Result: Democrats in power for the first time since Buchanan's administration in 1857-1861.

FIRST  
ADMINIS-  
TRATION OF  
GROVER  
CLEVELAND  
(1885-1889).

5. Financial, political, and industrial readjustment under the influence of different party ideals (1885-1897).

- (1) A Democratic administration (1885-1889).
  - i. President Cleveland's appointments.—His attitude toward civil service reform.
  - ii. The repeal of the Tenure of Office Act (1886).
  - iii. The Presidential Succession Act (1886).
  - iv. An Act providing for settling Congressional election disputes.
  - v. Industrial conditions.
    - (i) A Chinese Immigration Act (1882).
      - a. Undesirable immigrants.—Anarchists.
      - b. Protest by the West against Chinese immigration.
      - c. Provisions of the Act of 1882.
    - (ii) Development of organized labor.—The establishment of the National Bureau of Labor (1884).
      - a. Aims of organized labor.
      - b. Organizations to benefit labor:
        - (a) The Grangers.
        - (b) The Farmers' Alliances (1887).
        - (c) Labor unions.
        - (d) The American Federation of Labor.
    - (iii) Attempts to reduce the tariff.—Senate hostile.
    - (iv) Development of corporations.
    - (v) The Inter-state Commerce Commission Act (1887).—Extension of the power of the Commission since 1887.

# NEW SOCIAL, INDUSTRIAL, POLITICAL, AND FINANCIAL PROBLEMS

## B. AMERICAN HISTORY.

(E), IV, (I), 5. Financial, political, and industrial readjustment, etc. (1885-1897).

### (1) A Democratic administration (1885-1889).

For i-v, see preceding page.

James G.  
Blaine,  
Secretary of  
State.

ADMINIS-  
TRATION OF  
BENJAMIN  
HARRISON  
(1889-1893).

Sherman.

SECOND  
ADMINIS-  
TRATION OF  
GROVER  
CLEVELAND  
(1893-1897).

- vi. The adoption by several States of the Australian Ballot.
- vii. The Election of 1888.
  - a. Political Parties: Republican, Democrat.
  - b. Candidates: Benjamin Harrison, Cleveland.
  - c. Issues: Tariff most prominent.
  - d. Result: Return of Republicans to power.
- (2) The Harrison administration (1889-1893).
  - i. Party leadership.
  - ii. The reduction of the surplus.—Congressional extravagance.—The Dependent Pension Bill.
  - iii. The McKinley Tariff Act (1890). (See pp. 43, 50, 53, 56, 60, 62, 67, 76).
  - iv. The Sherman Silver Act (1890).—(See p. 84.)
    - (i) Increase in amount and decrease in price of silver since 1878.
    - (ii) The demand of the West for free coinage of silver.
    - (iii) Provisions of the Sherman Silver Act.
    - (iv) Results of the Act: a temporary rise in the price of silver, the Panic of 1893.
  - v. The Sherman Anti-Trust Law (1890).
  - vi. Blaine's foreign policy.
    - (i) His aim: To make the United States respected throughout the world and the leader in the Western Hemisphere.
    - (ii) Difficulty with Italy.—Trouble at New Orleans (1891).
    - (iii) Difficulty with Chile (1891).
    - (iv) His attempts to settle the Bering Sea fisheries controversy.
    - (v) The Samoan Islands.—War with Germans threatened.—Agreement for joint control.
    - (vi) The Pan-American Congress (1889).
  - vii. The Election of 1892.—Cleveland against Harrison.—The tariff issue.—The People's Party.
- (3) Cleveland's second administration (1893-1897).
  - i. Social and economic conditions.
    - (i) The Panic of 1893. (For other panics, see pp. 43, 50, 56, 67, 81).
    - (ii) The repeal of the Sherman Silver Act.—Cleveland's financial policy. (See p. 84.)
    - (iii) The Wilson-Gorman Tariff Act (1894). (For other tariff acts, see references above.)
    - (iv) The income tax law declared unconstitutional. (See p. 76.)
    - (v) Industrial distress.
      - a. Coxey's Army.
      - b. The Pullman Strike.



# NEW SOCIAL, INDUSTRIAL, POLITICAL, AND FINANCIAL PROBLEMS

## B. AMERICAN HISTORY.

(E), IV, (I), 5, (3) Cleveland's second administration.—Continued.

- ii. Foreign complications.
  - (i) Efforts to annex Hawaii.
  - (ii) The Venezuelan Controversy and the Monroe Doctrine (1895).—Settlement by arbitration. (For the Monroe Doctrine and its application, see pp. 52, 81. For the use of arbitration, see p. 81.)
  - (iii) Settlement by arbitration of the Bering Sea fisheries controversy (1893).
- iii. The Campaign of 1896.—The silver issue.
  - (i) Political Parties: Democrat, Gold-Democrat, Republican, Populist.
  - (ii) Nominees: Bryan, Palmer, McKinley, Bryan.
  - (iii) Issues: The silver question most prominent. (For the silver question, see pp. 84, 86.)
  - (iv) Results.

W. J. Bryan.

## NOTES

# THE UNITED STATES A WORLD POWER

## B. AMERICAN HISTORY.

(E) The National Period (1789 to the Present).

IV. Development of a Restored Union (1876 to the Present).—Continued.

(I) New Social, Industrial, Political, and Financial Problems (1876–1897).

(II) The United States a World Power.—The establishment of a new international status (1897 to the Present).\*

1. The evolution of the foreign policy of the United States.

(1) The stage of weakness and dependence (1789–1812).

i. Jefferson's policy of peace with no entangling alliances.

ii. The attempt to secure commercial freedom on the seas through peaceful means.

(2) Commercial and intellectual independence (1812–1823).

(3) The United States as preserver of her own dignity and as guardian of the Western Hemisphere (1823–1871).

(4) The United States promotes arbitration (1871 to the Present).

(5) The United States in world politics for the promotion of peace, arbitration, and industrial progress (1898 to the Present).

2. The Spanish-American War (1898).

(1) Causes.

i. Remote: Conditions in Cuba.

(i) Spain's misgovernment of Cuba (1493–1898).

(ii) Insurrections in Cuba (1868–78, 1895–98).

(iii) Interest of the United States in Cuba.

ii. Immediate: The destruction of the *Maine* (1898).

(2) The declaration of war.

i. President McKinley's message to Congress.

ii. Resolutions in Congress.

(3) Military and naval operations.

i. Seizure of the Philippines.—Battle of Manila Bay, and the occupation of Manila.

ii. Operations in the West Indies.

(i) The overthrow of the Spanish power in Cuba.

a. The blockade of Cuba.

b. The destruction of Cervera's fleet (July 3, 1898).

c. The invasion of Cuba.—Battles of El Caney, San Juan, and the surrender of Santiago.

(ii) The seizure of Porto Rico.

ADMINIS-  
TRATION OF  
WILLIAM  
McKINLEY  
(1897–1901).

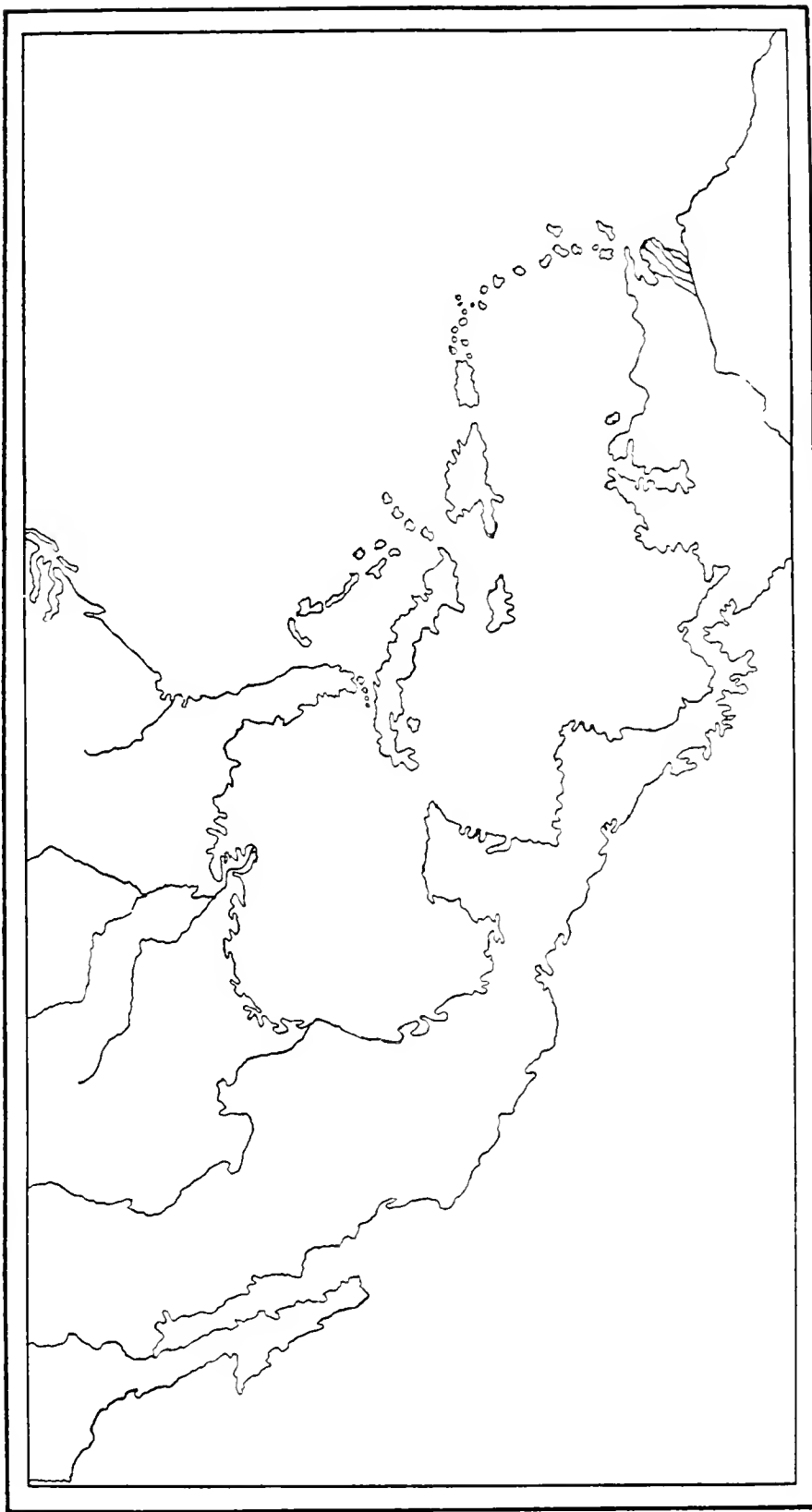
Admiral  
Dewey.

Colonel  
Theodore  
Roosevelt.

\***ASSIGNMENT:**—Cousins and Hill, Chaps. XXX and XXXI, pp. 531–573; James and Sanford, Chaps. XXX and XXXI, pp. 497–526; Adams and Trent, Chaps. XXXVIII and XXXIX, pp. 514–557.

**AIM:**—To understand the basis of the present foreign policy of the United States, and to become familiar with present-day problems.

**PRESENTATION:**—In studying the foreign policy of the United States, the pupil will be aided greatly by Foster's *American Diplomacy*.



THE SPANISH AMERICAN WAR (1898); OPERATIONS IN THE WEST INDIES

# THE UNITED STATES A WORLD POWER

## B. AMERICAN HISTORY.

(E), IV, (II) The United States a World Power (1898 to the Present).

### 2. The Spanish-American War.—Continued.

For (1), (2), (3), see preceding page.

(4) The close of the War.

(5) Results of the War.

i. Independence of Cuba.—Its improvement.—Necessity of American intervention since 1898.

ii. Acquisition by the United States of the Philippines, Porto Rico, and Guam.

(i) The problem of the Philippines.

a. Aguinaldo's rebellion.

b. "Imperialism."—Should the Philippines be granted independence?

c. The government of the Philippines.

(ii) The government of Porto Rico since 1898.

(iii) Improvements on Guam.

iii. The Sampson-Schley controversy.

iv. The increase of the prestige of the United States.

v. The reunion of the North and the South.

vi. Commercial benefits of the War.

vii. A new era in naval construction.

3. The annexation of Hawaii (1898).

(For former attempt to annex Hawaii, see p. 87).

4. The acquisition of four Samoan Islands and other small islands in the Pacific (1899). (For other territorial acquisitions, see pp. 41, 48, 52, 60, 62, 81).

5. The Gold Standard Act (1900). (See silver question, pp. 84, 86, 87).

6. The Dingley Tariff Act (1897). (For the tariff, see pp. 43, 50, 53, 56, 60, 62, 67, 76, 86).

7. The Election of 1900, and the death of President McKinley (1901).

8. The new democracy (1901 to the Present).

(1) Principles of the new democracy.

i. The conservation and utilization of all natural resources for the benefit of all.

ii. The proper regulation of all large industrial organizations for the benefit of the masses.

iii. A just distribution of the burdens of government.

iv. The extension of the suffrage.

v. Amelioration of prison conditions, housing conditions, and working conditions.

vi. The promotion of the spirit of world democracy, or of international responsibility.

(2) The ratification of the XVIth and XVIIth Amendments to the National Constitution (1913).

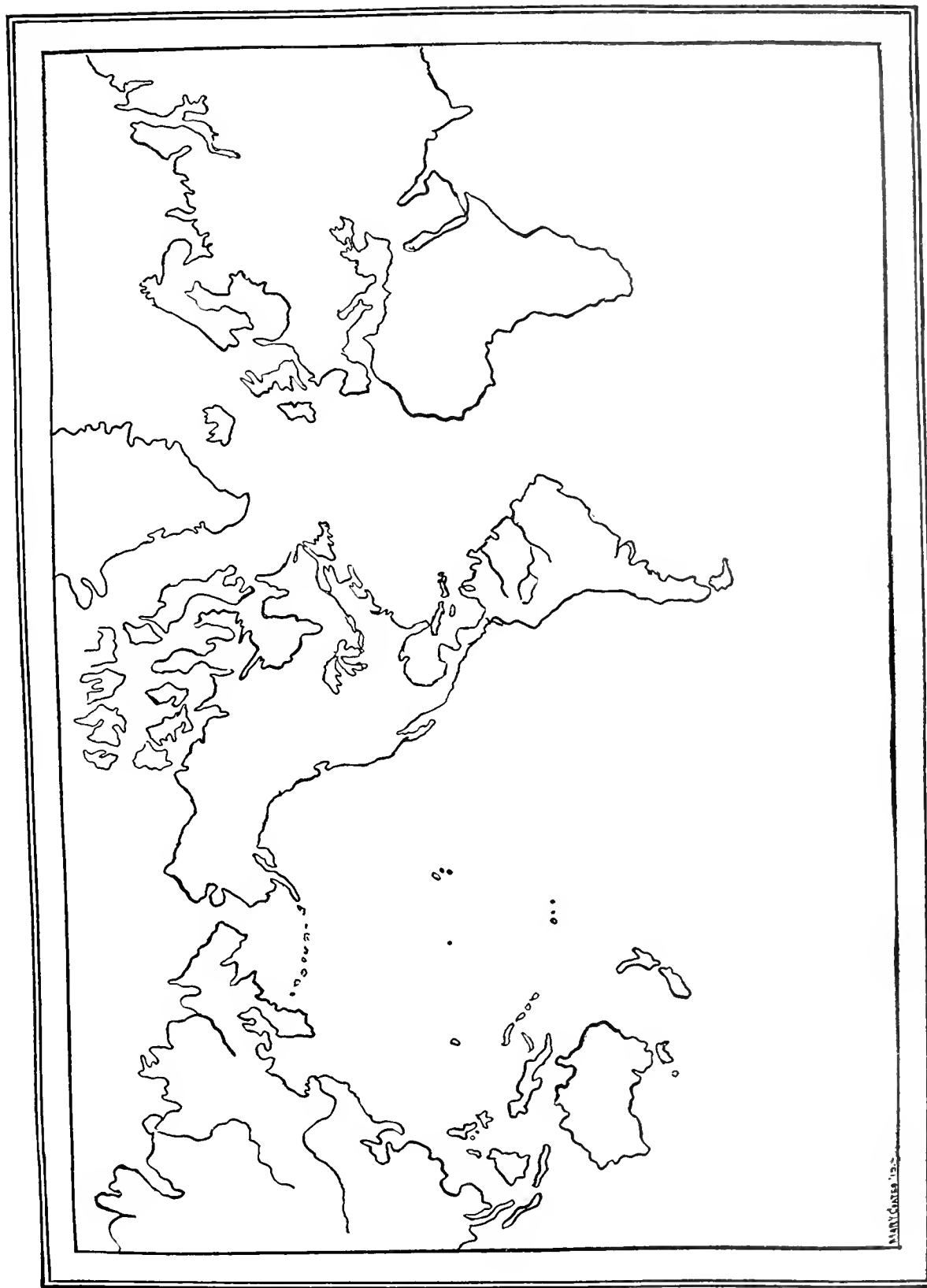
(3) The conservation of natural resources.

i. Roosevelt's message to Congress on Forests and Irrigation.

ii. The National Forest Reserves and the National Forest Service.

iii. The creation and work of the "Inland Waterways Commission" (1907).

ADMINIS-  
TRATION OF  
THEODORE  
ROOSEVELT  
(1901-1909).



THE INSULAR POSSESSIONS OF THE UNITED STATES (1915)

# THE UNITED STATES A WORLD POWER

## B. AMERICAN HISTORY.

(E), IV. (II) The United States a World Power (1898 to the Present).

### 8. The new democracy (1901 to the Present).—Continued.

For (1), (2), and (3), see preceding page.

Secretary  
John Hay.

ADMINIS-  
TRATION OF  
WILLIAM H.  
TAFT  
(1909-1913).

ADMINIS-  
TRATION OF  
WOODROW  
WILSON  
(1913-).

- (4) The Panama Canal.
  - i. Early interest in an Isthmian canal.
  - ii. The cruise of the *Oregon* (1898).
  - iii. The Hay-Pauncefote Treaty (1901).
  - iv. The Hay-Bunau-Varilla Treaty (1903).
    - (i) Efforts to make a treaty with Colombia.
    - (ii) The revolt and recognition of Panama.
    - (iii) The negotiation of the Treaty by Secretary Hay.
  - v. The construction of the Canal.
  - vi. The question of tolls and fortification.
  - vii. The opening of the Canal (1915).
  - viii. The probable benefits of the Canal.
- (5) The problem of the corporations.
  - i. The increase of trusts and of their power in politics.
  - ii. Trust regulation.
    - (i) The Sherman Anti-Trust Law (1890). (See p. 86).
    - (ii) The Department of Commerce and Labor (1903); made two Departments (1913).
    - (iii) Prosecutions under the Sherman Anti-Trust Law.—The Standard Oil Case (1909-1911).
- (6) The tariff. (See references, p. 90).
  - i. The reform of the tariff a vital issue in the campaigns of 1904, 1908, and 1912.
  - ii. The Payne-Aldrich Tariff Act (1909).
  - iii. Election of Wilson (1912), and the Underwood Tariff Act (1913).
- (7) Currency and banking.
  - i. The Panic of 1907. (See pp. 43, 50, 56, 67, 81, 86).
  - ii. The National Reserve Association Act (1914).
- (8) Social and governmental reforms.
  - i. The rise of commission government in the cities.
  - ii. The extension of Woman's Suffrage and of the Initiative, Referendum, and Recall.
  - iii. Efforts to benefit labor.
    - (i) The National Bureau of Labor (1884).
    - (ii) The American Federation of Labor.
    - (iii) The Foundation for the Promotion of Industrial Peace (1906).
    - (iv) The Department of Labor (1913).
  - iv. The "rural life" movement.
  - v. Industrial Education in the schools.
- (9) Foreign relations.
  - i. England and the Panama Canal.
  - ii. The question of a treaty with Russia.
  - iii. Japan's protest against the California Alien Land Law.
  - iv. The problem of our relation to the Mexican Revolution.
  - v. Troubles of neutrality in the European War (1914-).
- (10) The Peace Movement.
  - i. The first Peace Society (1815).
  - ii. The promotion of the principle of arbitration.
  - iii. The Hague Conferences (1898, 1907).
  - iv. Roosevelt's mediation in the Russo-Japanese War.
  - v. The Wilson-Bryan arbitration treaties.
  - vi. The peace movement submerged by the European War.

# SCHOOL TEXT BOOKS

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